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ABSTRACT

The Ways to Improve Schools and Education (WISE) Project seeks to enhance school productivity by more effective use of community resources to meet school needs. Models and guidelines have been developed to promote collaboration among schools, businesses/chambers of commerce, other community organizations, state education agencies, and higher education agencies. Initiated in 1982, Project WISE has pilot-tested school and business/community partnerships throughout the six-state region of the Southwest Educational Development Laboratory. WISE worked with three sites--Albuquerque, New Mexico; Austin, Texas; and Okalahoma City, in 1983-84. For 1985, three more sites were added: Little Rock, Arkansas; Jackson, Mississippi; and New Orleans, Louisiana. This final report provides a detailed account of the activities conducted by the Project in 1985. Included in the report are: (1) a description of the background of WISE; (2) WISE goals, objectives and related activities; (3) major activities and accomplishments; (4) major conclusions and recommendations; and (5) a discussion on the significance of the major accomplishments. Appendixes include correspondence, a listing of national organizations interested in education-community partnerships, and an annotated bibliography. (JD)

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ED269383

FINAL REPORT

(December 1, 1984 - November 30, 1985)

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David L. Williams, Jr.

WAYS TO IMPROVE SCHOOLS AND EDUCATION PROJECT

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November 30, 1985

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The Ways to Improve Schools and Education (WISE) Project Liaison Teams were major contributors to the recommendations in this report, as well as to the Project's Models and Guidelines. The names of the 32 Liaison Team members are listed in "Partnerships in Education: Proceedings of Pilot Site Working Conferences," Appendix 4. In a spirit of collaboration and professional interest, these persons have worked with their respective teams at their sites and as a part of a larger team in Project WISE conferences. Together they have identified issues and problems related to collaborative efforts and have contributed to and tested models and guidelines to enhance partnership efforts to meet school needs.

In addition to the site Liaison Team members, other representatives of organizations in the WISE site cities attended the 1985 WISE Working Conferences and provided information on improving the school-community partnership process. The names of these local representatives are listed in appendices of this report.

Project WISE staff gratefully acknowledges the superintendents of the site districts for their commitment to school-community partnerships and for their support for Project WISE. These superintendents are: Dr. John Ellis (Austin Independent School District, Texas), Dr. Robert N. Fortenberry (Jackson Municipal Separate School District, Mississippi), Dr. Edward Kelly (Little Rock Public Schools, Arkansas), Dr. Charles E. Martin and Dr. Everett Williams (Orleans Parish Public Schools, Louisiana), and Dr. Francisco Sanchez and Dr. Lillian Barna (Albuquerque Public Schools, New Mexico).

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Austin), Ms. Carol L. Davidow (Coordinator for Schools, Cincinnati Business Committee), Dr. Eugene Eubanks (Dean, School of Education, University of Missouri, Kansas City), Dr. Robert Glover (Director, Human Resource Development Center, University of Texas at Austin), Dr. Orbrey Holden (Executive Director, Texas Association of School Boards, Austin), Ms. Judy Leach (Associate Superintendent, State Department of Education, Oklahoma), Mr. George Matott (Director of Training, Texas Instruments, Austin), Mr. Rick Pacheco (Dallas Chamber of Commerce), Ms. Marie Parker (Management and Development Office, Arkansas Department of Education), Ms. Barbara Russell (Director, Adopt-a-School Program, Memphis City Schools), Ms. Joyce Springer (Principal, Williams Magnet School, Little Rock), Dr. Don Thomas (Superintendent, Salt Lake City School District), Dr. Michael Usdan (President, The Institute for Educational Leadership, Washington, D.C.), and Dr. Karen Watkins (Department of Curriculum and Instruction, The University of Texas at Austin).

ABSTRACT

The Ways to Improve Schools and Education (WISE) Project has sought to enhance school productivity by more effective use of community resources. To do this, WISE developed models and guidelines that are promoting collaboration among schools, businesses, other community organizations, state education agencies, and higher education agencies to meet school needs. One focus of WISE is to enhance school staff knowledge and skills through partnerships for staff development/inservice education.

WISE pilot tested partnerships in the six-state region of SEDL. The National Institute of Education funded WISE to work with three sites, Albuquerque, Austin, and Oklahoma City, 1983-1985, and three more sites Little Rock, Jackson, and New Orleans, in 1985.

At each site, a Liaison Team (LT) was organized consisting of representatives from the school district, a collaborating business or chamber of commerce an institution of higher education, the state education agency, and SEDL. Project WISE (1) assisted with the establishment and implementation of collaborative activities at the six sites, (2) interacted with other partnerships in the U. S., (3) reviewed literature, (4) shared information among its sites, and (5) conducted working conferences of its LTs.

Project WISE and its LTs produced Models and Guidelines for Partnerships in Education. These operational Models and Guidelines are experience-based, research-based, and operational, translating research into practice.

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A. INTRODUCTION

Public schools in the United States are being asked to make major reforms in order to improve the quality of education. But the costs of many of these reforms are too expensive for the funds currently available to schools. In an era of declining enrollments, diminishing public confidence and fewer federal funds, schools are experiencing increasing costs. Many communities have refused to raise additional tax or bond money for school improvement. In effect, schools are being asked to do more with less.

Many school districts are nevertheless tapping community resources to upgrade the quality of the education they provide. These districts have formed partnerships with local business, industry, labor, higher education, and other organizations and agencies in order to use local resources more effectively. The private sector, too, has become more interested in assisting schools.

Collaboration between schools and the private sector is not new, but only recently has there been significant focus on school-private sector partnerships to improve the general quality of education. Most business contributions to schools have instead been somewhat piecemeal, in the nature of executives doing voluntary consulting work, funding other consultants and short-term programs for students, and most often, providing funds, advice, and course-related job experience for career and/or vocational education courses. That most of the literature on school-business relationships discusses career and/or vocational education and the transition of youth from school to work reveals the emerging emphasis that has been placed on collaborative efforts thus far.

Two trends in the U. S. economy have caused an increasing number of private sector leaders to broaden this perspective, to re-emphasize the importance of public education in the economic welfare of the nation. These trends are: (1) the change of the U. S. from an industrial state to one of information and technology, and (2) the development of a global economy in which the U. S. competes with other countries with strong economies. These trends indicate that human resources are more important than raw materials and capital in national productivity. Yet, perhaps because of its abundance in previous decades, the U. S. labor force has not been tapped efficiently. The growing concern is that America is not developing its human resources as effectively as it might.

The Ways to Improve Schools and Education (WISE) Project has sought to enhance school productivity by more effective use of community resources to meet school needs. As a means of accomplishing this, WISE has developed models and guidelines that are promoting collaboration among schools, businesses/chambers of commerce, other community organizations, state education agencies, and higher education agencies.

One focus of Project WISE is to enhance school staff knowledge and skills through partnerships for staff development/inservice education. This training can be provided by or adapted from business and industry or other local resources.

After carrying out needs sensing activities in 1982, Project WISE saw a need for examination and pilot testing of school and business/community partnerships throughout the six-state region of the Southwest Educational Development Laboratory (Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas). The National Institute of Education funded WISE to work with three sites, Albuquerque, Austin, and Oklahoma City, in FY83 and FY84. For FY85, three more sites were added, Little Rock, Jackson, and New Orleans.

Two operational definitions are provided here to clarify terms important to Project WISE efforts.

Partnership:	A continued, collaborative effort involving a school district or one of its units (such as a department, building, or room) and another agency to help provide resources to help achieve a mutual goal related to improving education.
Collaboration:	A process involving schools and other organizations sharing responsibility and authority in joint efforts to reach a common goal of improving the quality of education to benefit the partners and the community at large.

These definitions are consistent with the WISE guidelines, focusing on longer term relationships between agencies equal in authority and mutual respect, collaborating to plan and implement a process to provide resources to accomplish a shared or overlapping goal. In collaborative school and community partnerships, the goal centers on improving local education. The resources can be volunteered funds, equipment, materials, and people's time, experience, expertise, skills, and knowledge. The relationship of the partners can be structured in a variety of ways, including a traditional adopt-a-school or any number of other organizational arrangements.

B. BACKGROUND

1. Previous Work

Project WISE is an outgrowth of SEDL's Ways to Improve Education in Desegregated Schools (WIEDS) project (FY78-FY82). Project WIED's goal was to establish a regional base of information concerning successful strategies and remaining areas of need in improving education in desegregated schools as identified by students, parents and other community persons, teachers, principals, and central office personnel in order to conceptualize and produce a set of effective inservice education (IE) guidelines and models.

Project WIEDS examined existing staff development/inservice education models, those described in the literature and those in use in SEDL region schools, and found a general need for improvement in planning and implementing staff development. WIEDS staff then developed and tested a process model and guidelines for staff development/inservice education. Based on sound principles of adult education, the models and guidelines are useful for schools, whether desegregated or not; they were published in 1982 as A Handbook for Inservice Education: Guidelines for Training, Multicultural Education, and Desegregation (Austin: Southwest Educational Development Laboratory, 1982).

Outcomes from Project WIEDS pointed toward a need for enhancing staff development further through the use of appropriate, cost-effective staff development/inservice education practices. Review of educational and corporate training literature indicated that even though much is known about adult learning and professional development, there is much room for improvement in staff development/inservice education for educators. Much of recent progress in adult learning methods has been developed by corporate trainers. Thus, business and industry training efforts were identified as a rich, untapped resource that schools could use to enhance their staff development/inservice education.

Therefore, efforts of the WISE project centered on making schools more productive by enhancing the development of their staffs through practices adapted from business and industry. However, in order to establish and facilitate liaisons between education and business, it became clear that first a model and guidelines for effective education-private sector collaboration needed to be developed.

As a result, the goal for Project WISE in FY83 was "to establish a base of information from which to develop an efficient process for cost-effective collaboration of businesses, state education agencies, local education agencies, and higher education agencies in inservice education for school staffs."

To accomplish this during FY83, Project WISE conducted a needs sensing and then pilot tested collaborative school-business partnership (S-BP) efforts at three sites, one for each of three states (New Mexico, Oklahoma, and Texas) in SEDL's six-state region. At each site, a Liaison Team was organized, consisting of representatives from: (1) the school district, (2) a collaborating business or chamber of commerce, (3) an institution of higher education, (4) the state education agency, and (5) the Southwest Educational Development Laboratory (SEDL).

Also in FY83, Project WISE (1) helped establish and implement collaborative activities at the three pilot sites, (2) interacted with other school-business projects in the United States, (3) reviewed relevant literature, and (4) conducted a two-day working conference of its Liaison Team members. The working conference helped accomplish the following: (1) identification and prioritization of issues involved in school-business collaboration; (2) preparation of written guidelines to resolve these issues; (3) development of models for implementing collaboration; (4) formulation of conclusions supporting the theses that education and private sector collaboration to improve schools is a viable and necessary concept that benefits the schools, business, and the community and that liaison teams are an effective means of facilitating this collaboration; and (5) generation of recommendations for further activities to improve and facilitate education-private sector partnerships during FY84.

Project WISE activities in FY83 laid the basis for the Context Model, Strategic Model, and the Guidelines in their prototype format developed by the Project in FY84. Specific project activities were established, at least in part, by site and Liaison Team members at the two-day working conference.

The goal of the WISE Project for FY84 was "to facilitate the training of inservice education trainers to help meet school needs through the collaboration of schools, businesses, state and higher education agencies, and SEDL."

To achieve its goal, Project WISE carried out the following major activities in FY84: (1) arranged for qualified consultants to review the revised models and guidelines and provide constructive suggestions for improvement; (2) tested the models and guidelines at school sites; (3) revised the Project WISE models and guidelines in response to reviewer's comments, suggestions, and recommendations and to information collected from the project's sites; (4) planned and conducted its FY84 Working Conference; (5) provided collaborative staff development/inservice education, based on the prototype models and guidelines, for LEA trainers and SEA representatives; and (6) disseminated results of the Project's research and development activities to key individuals and agencies in business, education, and state and local government as well as through NIE's Research and Development Exchange and ERIC.

During FY84, Project WISE produced: (1) prototype "Models and Guidelines for Partnerships in Education," based upon testing, review, and revision; (2) a synthesis of the WISE FY84 Working Conference outcomes; (3) a description of plans for incorporating conference recommendations into the models and guidelines; (4) a 41-page School-Community Partnership Bibliography; and (5) summaries of a Project WISE presentation and roundtable discussion in the 1984 conference to honor U. S. Department of Education's outstanding secondary schools, "Conversations on Excellence in Education."

On the basis of their school-business partnership experiences in FY84, Project WISE Liaison Team members recommended activities for Project WISE during FY85. The Liaison Teams' major recommendations stressed the expansion of Project WISE activities to the remaining three states in the SEDL region, the creation of a network of school-business partnership efforts throughout the six states, and refining and finalizing the Project WISE "Models and Guidelines for Partnerships in Education." The Liaison Teams' conclusions are discussed in further detail below in "Need for Present Work."

2. Need for Present Work

Interest in private-sector public school partnerships is growing, and so is the pressure for schools and businesses to collaborate. Encouragement comes from public and private sectors, including such national groups as the President's Task Force on Private Sector Initiatives and the insurance industry's Center for Corporate Public Involvement. But school and business partnerships also require local support. It seems apparent that more schools and businesses would enter partnerships with each other if they had guidelines and models for effective collaborative efforts. Unless such models and guidelines are readily available, school and private sector partnerships may be perceived by educators as "very difficult and time-consuming" (Loucks-Horsley, 1984).

The general trend of school-business collaboration literature during the 1980's has been to become broader rather than deeper. That is, more is being written about the need and potential of such cooperative school improvement enterprises (as examples: Boyer, 1983 and Ruffin, 1983) than is written about how to implement them. Some of the recent literature has provided depth. Michael Timpane (February 1984), for example, examines the rationale for business's "rediscovering" the public schools and suggests some problems and opportunities this may present. David S. Seeley (1984) also discusses some of the issues that educators must face and suggests some ways to resolve them. Recent case studies of local school-business partnerships provide information that should be useful for avoiding and/or solving problems related to collaboration (National

School Volunteer Program, 1981; and Green and Brede, 1983). The most detailed descriptions of partnerships for school improvement are the reports of local projects (for example, Greater Cincinnati Chamber of Commerce, 1982-83).

The National School Volunteer Program (NSVP) has developed strategies for planning and implementing community volunteer programs for public schools (NSVP, 1981 and 1983; Gray, February 1984). Common themes through the literature of the 1980's are: (1) the need to initiate additional collaborative project, and (2) the need for more information with regard to making such efforts more effective.

A nation-wide "School-Community Partnerships" study by the Kettering Foundation indicated that the problem of isolation with respect to collaborative efforts was not peculiar to the SEDL region. A report of the Kettering study concluded that there was, in fact, little if any contact among the persons from various communities actively involved in organizing and maintaining school-business collaborations, and there was no framework in existence for facilitating such exchanges (Kettering Foundation, 1984).

During FY84, SEDL convened a meeting of Austin (Texas) area business representatives, state and local government officials, and pre-college and higher education representatives. The purpose of this meeting was to obtain advice from these stakeholders in public education about whether SEDL should continue to pursue its efforts in more effective education and private sector partnerships are desirable, (2) there would be more of such collaboration if the prospective partners had guidelines and models for doing so, and (3) SEDL should continue with Project WISE and expand its efforts to all six states in the Region. (For more information about this meeting, see the Project WISE FY84 Annual Report).

Sixteen other knowledgeable stakeholders in education in the SEDL region have been polled about Project WISE. These stakeholders have roles in SEAs (staff development), LEAs (superintendent, assistant superintendents, research and development, principal, community relations specialist, and IE trainers/directors), higher education (business and management, research and development, multicultural education, and a college of education dean), and business (national/international manufacturing and distributing corporation district manager, an executive interested in education issues, director of personnel, and organization and human resources development consultant). The stakeholders, who are from various states, also vary in ethnicity (Black, Anglo, and Hispanic) and represent different sizes of cities and local education agencies. They are, however, in agreement that there is a need for more information about school-business collaboration to provide staff development/inservice education to help meet school needs.

Project WISE's Liaison Teams emphasized the need for further work in facilitating school and business partnerships in the SEDL region. Based on their work at their respective sites and in conference with each other, their conclusions and recommendations helped identify Project WISE activities needed in FY85. Liaison Team members reached the following conclusions:

- Education and private sector collaboration is a viable concept and worthy of implementation.

- The liaison team approach appears to be an effective means of facilitating school-business collaboration.

- Use primarily local funds, and local people will buy into the project, own it, and share it.

- Grant funds from a non-local source can be helpful in starting and/or maintaining a program.

- "Outside" funds can be used without compromising the positive benefits of school-business cooperation, when its control and management are local and collaborative.

- School-business collaboration can benefit all partners and the larger community.

- Public schools should seek and utilize all resources that are available.

- The private sector has knowledge and skills that can be transferred to schools through inservice education.

- A collaborative arrangement, such as a liaison team, should be considered as an effective approach.

- The collaborative team should include representatives from the school or district, business or chamber of commerce, the state education agency, and, perhaps, from other public agencies or private organizations.

- Models, such as the Project WISE Context Model and Strategic Model, are necessary for effective and cost efficient collaboration.

- Guidelines, based on the experiences of other education-private sector activities, can be of critical importance to teams that are planning and implementing school-business collaboration.

- Interaction between school-business teams at different sites is useful for learning about guidelines and for gaining new ideas and insights in the implementation of education-private sector cooperative activities.

- Interaction between members of different site teams, as in a working conference, is apparently helpful in implementing school-business collaboration.

- Other than through Project WISE, there is little if any exchange of information between collaborative projects.

Even more important to the future efforts of Project WISE were recommendations by the Liaison Team members:

- Sites that are planning or implementing school-business collaboration activities should hold a conference wherein members of various site teams can interact to produce insights and ideas that will be useful in helping the sites achieve their goals. If possible, one or more sites that have had successful school-business collaboration experiences should be included in the conference.

- A center for information and technical assistance should be established to assist sites in the implementation of education-private sector activities.

- The liaison team approach should be further developed.

- Special efforts should be made to establish a climate for more education-private sector collaboration.

- Assistance should be provided to help schools and other school-business collaboration participants obtain funding for projects.

To meet these needs and recommendations, WISE established the goals and objectives for FY85 that are discussed in the following section.

C. PLAN

1. Goals

The area of focus addressed by Project WISE during FY85 was the need for more information about how schools and businesses can collaborate effectively to help meet school staff development/inservice education needs.

The two major goals for Project WISE were:

Goal One: To enhance the knowledge, skills, and benefits of school-business collaboration in the SEDL region through an expansion of opportunities to three additional sites based upon results from continuation sites.

Goal Two: To expand the documentation and distribution of information concerning various aspects of school-business collaboration efforts as a means of assisting educators and other interested citizens with meeting school needs as well as improving children's academic success at the continuation sites.

2. Objectives and Related Activities

The objectives for meeting each of these goals and the activities used are discussed below.

Goal One: To enhance the knowledge, skills, and benefits of school-business collaboration in the SEDL region through an expansion of opportunities to three additional sites based upon results from continuation sites.

a. Objective 1

To select one project site in each of the states of Arkansas, Louisiana, and Mississippi.

Activities

1) Identify and select for each of three states an LEA to participate in the Project.

2) Identify and select for each of three states a business or chamber of commerce to participate in the Project.

3) Identify and select for each of three states and HEA to participate in the Project.

b. Objective 2

To form a Project Liaison Team for each of these sites for the purpose of managing Project activities there.

Activities

1) Secure appointment of a representative from site LEA to serve on the Project Liaison Team.

2) Secure appointment of a representative from the site businesses to serve on the Project Liaison Team.

3) Secure appointment of a representative from the HEA to serve on the Project Liaison Team.

4) Secure appointment of a site SEA representative to serve on the Project Liaison Team.

c. Objective 3

To expand the use of Project WISE "Models and Guidelines for Partnerships in Education" at these sites.

Activities

1) Meet on each of the three sites with respective Liaison Teams to discuss the Project and plan training and conference.

2) Maintain communication with Team members.

3) Provide technical assistance to Teams as needed and feasible.

4) Collect information from Teams with respect to the collaborative process.

d. Objective 4

To meet with the Liaison Teams of the original three pilot sites in order to share information about (1) initiating new site teams, (2) developing goals and objectives, and (3) implementing site activities.

Activities

(See Goal Two, Objective 4.)

e. Objective 5

To evaluate the collaborative process and training conducted according to the "Models and Guidelines for Partnerships in Education."

Activities

1) Collect data.

2) Establish criteria for analysis.

3) Analyze data.

4) Give feedback to Team members.

Goal Two: To expand documentation and distribution of information concerning various aspects of school-business collaboration efforts as a means of assisting educators and other interested citizens with meeting school needs as well as improving children's academic success at the continuation sites.

a. Objective 1

To continue development of the Project WISE "Models and Guidelines for Partnerships in Education" at existing sites in New Mexico, Oklahoma, and Texas.

Activities

1) Meet at New Mexico, Oklahoma, and Texas sites with respective Liaison Teams to plan collaborative training at those sites.

2) Maintain communication with Team members.

3) Provide technical assistance to Teams as needed and feasible.

b. Objective 2

To refine the Project WISE "Models and Guidelines for Partnerships in Education."

Activities

1) Collect information from Teams with respect to the Models and Guidelines.

2) Revise the Models and Guidelines in the light of feedback from the six sites.

c. Objective 3

To obtain information about school-business collaboration (S-BC) activities other than those of Project WISE.

Activities

1) Conduct review of literature.

2) Contact organizations with interest in S-BC and inquire about collaborative efforts with which they may be familiar.

3) Follow up information from literature review and organizations to learn more about school-business collaboration activities.

d. Objective 4

To hold a conference of the six site Liaison Teams in order to: (1) prepare the Teams for more effective implementation of the school-business collaboration at their sites, and (2) improve the WISE Project's "Models and Guidelines for Partnerships in Education."

Activities

1) Draft agenda, specify meeting goals and objectives, identify appropriate activities, select formative and summative evaluation strategies, finalize any remaining arrangements and accommodations, and establish criteria for conference resource person.

2) Hold invitational working conference of Project WISE Liaison Teams.

3) Evaluate conference.

e. Objective 5

To evaluate the collaborative process and training conducted according to the "Models and Guidelines for Partnerships in Education." (This relates to Objective 5 in Goal One.)

Activities

1) Collect data.

2) Establish criteria for analysis.

3) Analyze data.

4) Give feedback to Team members.

f. Objective 6

To use a variety of strategies to disseminate information about the findings and outcomes of Project WISE and other school-business collaboration efforts.

Activities

1) Develop a network for sharing information among the six Project WISE sites and the six SEAs in SEDL's region, with Project WISE serving as the linkage.

2) Prepare, for the ERIC system and for the National Institute of Education, a written report on Project WISE FY85 activities, findings, and outcomes, including a bibliography and a synthesis of the literature.

3) Prepare an executive summary of the FY85 report.

4) Prepare a written report on the proceedings of the FY85 Project WISE conference.

5) Use the dissemination capabilities of the SEDL Office of Institutional Communications, the SEDL Regional Exchange Project, and Project WISE to disseminate to appropriate audiences information gathered by Project WISE. This will include the executive summary, conference proceedings, and synthesis of literature.

6) Make presentations about school-business collaboration to selected meetings and conferences as appropriate and feasible.

7) Prepare and submit for publication an article(s) to appropriate publications.

3. Key Staff and Duties

a. Dr. Al King, Senior Researcher (100% time)

Under the direction of Dr. David Williams, Dr. A. L. King has served as Senior Researcher for Project WISE since its inception in FY83, and served previously as Senior Researcher for Project WIEDS (FY78-FY82). As such, he has planned, led, and supervised Project WISE efforts to gather and analyze information about successful inservice training practices, facilitated the sharing of information across states regarding effective education-private sector collaboration, conceptualized, developed, and tested the Project's two annual working conferences, and served as the central point of a six-state network of educators and community leaders committed to educational improvement through efficient use of community resources.

b. Sylvia Lewis, Administrative Secretary (60% time)

Under the supervision of Susan Deason, Ms. Lewis performed duties specific to the Project such as typing reports, papers for publication, necessary forms and correspondence; assisting in handling conferences/meetings; making travel arrangements; and other duties such as filing, making photo copies.

c. Susan Deason, Administrative Assistant (10% time)

Responsible for overseeing the completion of clerical-technical duties and secretarial services specific to all projects of the Division of Family, School, and Community Studies.

d. Dr. David L. Williams, Jr., Division Director (10% time)

Provided overall direction and supervision for Project activities to Dr. King. Monitored and ensured completion of Project activities in timely and efficient manner. Helped to ensure that quality products were developed. Provided guidance and suggestions to ensure quality work. Provided quality control for budget expenditures and project deliverables.

D. MAJOR ACTIVITIES AND ACCOMPLISHMENTS

Goal One: To enhance the knowledge, skills, and benefits of school-business collaboration in the SEDL region through an expansion of opportunities to three additional sites based upon results from continuation sites.

Objective 1: To select one project site in each of the states of Arkansas, Louisiana, and Mississippi.

Objective 2: To form a Project Liaison Team for each of these sites for the purpose of managing Project activities there.

To accomplish Objectives 1 and 2 of Goal One, three sites were selected, one in each of the states of Arkansas Louisiana, and Mississippi. Liaison Teams (LTs) were then formed in the cities of Little Rock, Arkansas New Orleans, Louisiana; and Jackson, Mississippi. As at the other three Project WISE sites, each team is composed of at least one representative of the school district, local business/chamber of commerce, a higher education agency, and the state education agency. Liaison Teams met at each of the three new sites to:

- Discuss the nature and goals of Project WISE
- Orient the new LT members
- Provide information from other project sites
- Discuss how Project WISE Models and Guidelines could help facilitate local school-business partnership efforts through use of its Models and guidelines, technical assistance, and other information
- Arrange for the LT to use the Models and Guidelines and provide site S-BC information to WISE at least monthly as a basis for evaluating the collaborative process and training
- Discuss local issues and problems and provide any technical assistance appropriate at the time
- Discuss plans and dates for FY85 WISE working conferences

- Agree that Project WISE would continue to gather and provide, to the LT, general information about S-B partnerships and respond to LT requests for specific information and technical assistance

LTs at the three sites reported that as a result of these discussions, they understood what WISE offered and their role in the project.

Objective 3: To expand the use of Project Wise "Models and Guidelines for Partnerships in Education" at the Jackson, Little Rock, and New Orleans sites.

Discussions of the activities to expand the Models and Guidelines will refer to the "Context Model nad Issues and Guidelines." The full "Project WISE Models and Guidelines for Partnerships in Education" are appended to this report. For the convenience of the reader, an outline of the "Context Model" and "Issues and Guidelines" are included here.

1. WISE Context Model for Partnerships in Education

   a. Shared or overlapping goals

   b. Resources to link schools and community partners

   c. Activity for the exchange of resources

   d. Feedback on results: Measuring differences in students and schools over time, and informing all partners.

2. WISE Issues and Guidelines

There are important issues to address in education-private sector collaboration. Inherent in these issues are problems to be resolved or avoided. An important part of the Project WISE Working Conferences was to develop guidelines for effective school-business collaboration. The first step was to identify issues and related problems. The second step was to prioritize these issues, the third step was to develop guidelines for resolving them, and the fourth step was to organize the issues and guidelines developmentally by four phases: (1) Getting started, (2) Implementation, (3) Sustaining interest and momentum, and (4) Evaluation.

The activities to accomplish Objective 3 are inter-related with activities of other project objectives. Project WISE staff carried out several of these activities concurrently in order to accomplish all objectives most effectively and efficiently. In summary, these activities were to:

- Maintain communication with all Team (Goal One, Objective 3; Goal Two, Objective 1)

- Develop a network for sharing information among the six WISE sites in the region, with Project WISE serving as the linkage (Goal Two, Objective 6)

- Collect information from Teams with respect to the Models and Guidelines (Goal One, Objective 4; Goal Two, Objective 2)

- Collect data from the WISE sites in order to evaluate the collaborative process (Goal One. Objective 5; Goal Two, Objective 5)

- Obtain information about S-BC activities other than those of Project WISE (Goal Two. Objective 3)

- Give feedback to Team members (Goal One, Objective 5)

- Provide technical assistance to Teams as needed and feasible (Goal one, Objective 3; Goal Two, Objective 3)

- Refine feedback to Team members (Goal One, Objective 5)

- Refine the Models and Guidelines in the light of feedback from the six sites (Goal Two, Objective 2)

The information gathered from WISE sites and sites outside of the region was the basis (1) for providing technical assistance and useful information to WISE sites, as each expanded use of the Models and Guidelines and implemented S-BCs, (2) for evaluating the collaborative process, and (3) for refining the Models and Guidelines. As information was gathered and shared by Project WISE, the sites provided feedback about the use of this information in the collaborative process. With Project WISE as the nexus of site networks, information was gathered and provided more effectively. Close communication between WISE and all sites was necessary in order to provide information and technical assistance that helped expand use of the Models and Guidelines. During the first quarter of FY85, project communication was not always easy with the new sites. However in the second quarter, lines of communication with the new sites became better established.

Expanding use of the Project WISE "Models and Guidelines for Partnerships in Education" to the three new sites was agreed upon by each Liaison Team in their first planning meeting with Project WISE. Team members indicated that they would use the Models and Guidelines as much as possible in conducting their collaborative efforts to improve site schools. Project WISE agreed to provide general partnership information to all six sites including more specific information and technical assistance as requested and feasible.

Members of the Jackson, Little Rock, and New Orleans Teams reported using the Project WISE "Models and Guidelines for Partnerships in Education," as well as Project information and technical assistance to improve existing partnerships and to establish new ones. More information about the process for doing this at each site is discussed in the following paragraphs.

Information gathered by Project WISE was shared with each member of the new and original Liaison Teams via two modes: (1) general information, periodically disseminated, contained in no more than 10 pages that had potential usefulness for all sites, and (2) selected information which responded to individual Liaison Team requests for information about specific issues or problems. (See Appendix A, Project WISE Dissemination.)

Providing information related to specific needs of one or more sites was one form of technical assistance provided by the Project. Project WISE also provided suggestions and advice by mail, telephone, and on site. This included assistance with developing plans for and implementing the following: (1) program evaluation activities, (2) providing public recognition for business collaborators, (3) merging local partnership programs, (4) extending site partnership program to other school districts in relationship to part of a court-ordered desegregation plan, and (5) establishing local education foundations. Specific needs of the sites varied from one to another and, accordingly, some aspects of the Models and Guidelines were stressed more at one site than at others.

New Orleans

The New Orleans School-Business Partnership's (SBP) primary interests were in (1) obtaining more community support, (2) expanding its program through enlargement of its scope, (3) enrolling more school and community partners, and (4) establishing a local education foundation and a high technology high school. During FY85, school-community collaboration was negatively affected by controversy concerning school policies and quality of education in the New Orleans public schools. Much of the controversy focused on the resignation of one school superintendent. school board campaigns and elections, and the selection of a new superintendent.

Project WISE staff communicated with leaders of four organizations with important constituencies in New Orleans. These included (1) the SBP, (2) the New Orleans Chamber of Commerce, (3) the Business Task Force on Education, and (4) the Metropolitan Area Committee. Informatiion provided the New Orleans LT by mail and telephone stressed elements of the WISE Context Model. In particular, there was a focus on the elements of shared goals and a central mechanism for exchanging resources. Guidelines relating relating to turf, mutual respect, and resource management issues were also discussed.

Prior to and during the Project WISE New Orleans Working Conference, Project staff, directors/representatives of the SBP, Chamber of Commerce, Business Task Force on Education, and Metropolitan Area Committee met to discuss how they could cooperate in planning and promoting school and business/community partnerships that help improve education. In addition to improving and expanding adopt-a-school relationships, collaborative efforts to establish a high technology high school and education foundation have begun. The WISE Project's involvement in these efforts is discussed further in Goal Two, Objective 4 in this report.

Little Rock

At Director of the Little Rock's Adopt-a-School and Volunteers in Public Schools request, the Project WISE Liaison Team provided assistance in developing plans for a program which would incorporate responsibilities of the two groups and be in accordance with the WISE Models and Guidelines. The plan was accepted by the Little Rock Public School's Superintendent and its School Board. Several school-community concerns, most notably an apparent imminent merger of the Little Rock district with two adjacent school districts for desegregation purposes, prevented implementation of the plan until Quarter Four of FY85. The new program, "Partners in Education," was inaugurated as part of the Project WISE Conference conducted on November 7, 1985.

Public controversy over the possible tri-district merger and public concern about the overall quality of education caused a group of eminent Little Rock persons to form the Business Committee for Public Education. In the Arkansas Gazette on August 4, 1985, the 97 members of the Committee announced that it had been formed because: "Our public school system is in mortal danger. And unless we act quickly and decisively, public schools as we know them will cease to exist." In its announcement, the Committee asked for the public to join them and give ideas, time, and money and to "go public in... support of public schools."

The Business Committee responded favorably to a suggestion from the Coordinator of the Partners in Education Program that they both engage in collaborative efforts. In October, leaders of the Committee indicated that they would collaborate on these matters: (1) establishing an academy for training principals and other school administrators, (2) funding a grants program for teachers to conduct class projects, (3) holding luncheon meetings for principals, teachers, and business representatives, (4) facilitating campus beautification projects, and (5) meeting the individual needs of schools through partnerships between schools and businesses. Representatives of the Business Committee were participants in the Project WISE November conference and publicly indicated their support for the new Partners in Education Program.

In addition to assisting the Little Rock Liaison Team in developing the Partners Program as based on the WISE Models and Guidelines, Project staff provided technical assistance to the Team. It worked very closely with the representative of the Greater Little Rock Chamber of Commerce and the school LT members in helping to resolve community controversy over merging the Little Rock school district with two neighboring districts.

A Federal District Court in Little Rock had ordered the three district merger in order for inner-city minority students to attend school in the suburban communities. The suburban districts appealed to their Federal Circuit Court to overturn the district judge's order. Three days before the Project WISE Conference on November 7, the Circuit Court indicated that it would make its decision public at 4 p.m. that day. At that time the WISE Conference, which was to include representatives from all three communities, would be two hours from adjourning.

There was some discussion among the sponsors of the conference about whether this would decrease conference attendance or disrupt it at 4 p.m. The sponsors decided to let participants know that the conference would have a brief break to listen to the radio at 4 p.m. This was done. After the announcement, conference participants discussed it briefly, some joked, but most agreed that it would be carried to the Supreme Court, and all went back to work in the conference. It appears that there is a community context conducive to implementing school and business/community partnerships. However, it is not clear at this point to what extent the Project WISE Models and Guidelines have influenced this outcome.

Jackson

The Jackson Adopt-a-School Director used the WISE Models and Guidelines for training volunteer staff. They provided a wealth of information for "green people," according to her. Project WISE worked closely with the director and other Jackson Liaison Team members in planning a statewide Adopt-a-School Conference. It was co-sponsored by Project WISE as well as the school district and held in October 1985.

Many aspects of an effective collaborative process were already operative in the Jackson A-a-S Program before it became a Project WISE site. These included a well-organized school system of school and private sector coordinators, a broadly based advisory board, and a sophisticated handbook for implementing her Adopt-a-School Program. During the past year, the Jackson Liaison Team reported that WISE concepts have become institutionalized as part of the process. A notable example of this has been incorporation of the Liaison Team concept to include chamber of commerce, university, and state education agency representatives as part of the Jackson A-a-S Advisory Board.

Collaboration with the Mississippi SEA fostered development of a statewide SBP conference hosted by the Jackson School District in October. There has also been sharing of information with the SEA Liaison Team member regarding establishment of regional Business-Industry-Education Councils throughout the state.

Liaison Team site reports indicate that WISE information and technical assistance enhanced the collaborative process and training conducted according to the Models and Guidelines. New Orleans used Project assistance and information to establish an education foundation. The Jackson Team reports that information from Project WISE accellerated their Adopt-a-School Program and has been used in monitoring and evaluating their efforts.

The Little Rock Liaison Team school district representative, who is Director of the Adopt-a-School and Volunteers in Public School programs, reports that information she has received from Project WISE has been helpful to both projects in the following ways:

- The information that has been shared from other school districts via the WISE Clearinghouse efforts has been very practical. Researched information which has been sent from the WISE office has kept us feeling not only up-to-date but also "thinking ahead." Information generated at our meeting with Al King was invaluable!

- Much of the materials sent to me by Dr. King has provided the "meat" for presentations I have made locally and nationally. It has also provided some provocative agenda items for our Adopt-A-School Board.

- Of particular help were reprints from remarks made by business executives concerning their involvement in education; summaries of past meetings in other states involved in WISE; the list of resources available; and the "Models and Guidelines..." Everything which has been sent to me has been of some use.

Following is a summary of school-business partnerships activities in which Project WISE was involved with its new Liaison Teams during the 1984-1985 school year.

Jackson, Mississippi
Adopt-a-School Program

- Increase from 40 businesses with adoptions of 20 schools to 168 businesses with adoptions of 60 schools.

- Presentation, which included information from Project WISE, at a regional school-community partnership conference in Albany, Georgia.

- Establishment of regional councils to plan and facilitate partnerships in all school districts in the state.

Little Rock, Arkansas
School-Community Partnership Program

- Increase of 20 partnerships

- Planning for partnerships in two neighboring school districts.

- Presentation of school-business partnership workshops in two national conferences.

New Orleans, Louisiana
School-Business Partnerships

- Increase of 23 partnerships.

- Provision of information and technical assistance with regard to school-business partnerships in the Jefferson Parish Public Schools.

- Provision of information with regard to school-business partnerships to Louisiana Department of Education.

- Participation in statewide television programs providing information about school-business partnerships.

Objective 4: To meet with the Liaison Teams of the original three pilot sites in order to share information about (1) initiating site teams, (2) developing goals and objectives, and (3) implementing site activities.

Site meetings were held with the LTs at each of the three continuing sites, Albuquerque, New Mexico; Oklahoma City, Oklahoma; and Austin, Texas. The purposes of these meetings were to:

- Plan for the FY85 WISE Working Conferences

- Gather data about improving the Models and Guidelines and evaluate the collaborative process and the training conducted according to the Models and Guidelines

- Discuss how the LTs can provide further evaluative data at least monthly

- Discuss the development of the WISE Models and Guidelines at the three sites before and subsequent to the meeting

Project WISE Liaison Teams have accomplished the following: (1) identified and prioritized issues in school-business collaboration, (2) drafted guidelines to resolve these issues, (3) developed a context model along with a strategic model for implementing school and business collaboration, (4) prepared written documentation supporting the theses that education and private sector collaboration for school improvement is a viable concept that can benefit education, with liaison team being an effective way to facilitate this collaboration, and (5) recommended additional activities to bring about improved education-community partnerships. These five accomplishments have provided direction in developing the Project WISE Models and Guidelines for Partnerships in Education.

Objective 5: To evaluate the collaborative process and training conducted according to the Models and Guidelines.

Objective 5 of WISE Goals One and Two are identical, except one pertains to the three newer sites and the other to the original three sites. Rather than reporting on the objectives separately, a discussion of the collaborative process and training evaluation at all sites should be more useful. Thus, the discussion of outcomes for Objective 5 in both goals is presented in the description of Goal Two, Objective 5.

Goal Two: To expand the documentation and distribution of information concerning various aspects of school-business collaboration efforts as a means of assisting educators and other interested citizens with meeting school needs as well as improving children's academic success at the continuation sites.

Objective 1: To continue development of the Project WISE Models and Guidelines at existing sites in New Mexico, Oklahoma, and Texas.

For the Albuquerque, Austin, and Oklahoma City sites, Project WISE has provided information which contributed to the improvement and expansion of their partnership activities. At these sites, Project WISE also gathered information which contributed to the development and refinement of its Models and Guidelines. WISE Working Conferences at each site involved school/community representatives in addition to the Liaison Teams, and insights and information were shared among leaders of public and private sector agencies.

Albuquerque, New Mexico

Prior to the Albuquerque Working Conference, Project WISE interacted with representatives of the Albuquerque Public School system, the Career Guidance Institute, the Greater Albuquerque Chamber of Commerce, the Join-a-School (J-a-S), and other agencies. This was done in order to continue development of the Models and Guidelines and expand the collaborative school-business activities. By mail and telephone, Project WISE staff gathered information about collaborative management training for 25 school administrators, 13 new "adoptions" in Join-a-School, and on-the-job business/industrial training for 14 educators.

In Albuquerque, Project WISE also learned more about how collaborative efforts become institutionalized. Several of the Albuquerque school-business efforts implemented during the past two years show evidence of now being institutionalized. For example, Albuquerque students, teachers, and administrators previously involved in career fairs, shadow days, and summer work programs have not waited for Liaison Team members to continue these activities. Instead, they have taken the initiative to carrying out such projects during the 1985-1986 school year on their own. This institutionalization of efforts such as these allowed Albuquerque Liaison Team members to be more active in the development of new partnerships than they might have been otherwise. Project WISE used information about this process in order to refine its guidelines on maintaining the momentum of partnership efforts.

The Albuquerque Liaison Team reported that WISE Models and Guidelines as well as information about staff development were helpful in establishing 51 new projects developed during 1985. This exceeded their initial goal of 38. Albuquerque Liaison Team members also used the Project WISE information about rural school partnerships to assist Albuquerque metropolitan area and northern New Mexico school districts in establishing new school-business partnerships.

Oklahoma City, Oklahoma

The Oklahoma City Adopt-a-School Program's Acting Director reported that the Project WISE Models and Guidelines were very useful in helping her direct the program. She used the Models and Guidelines as a basis for training 10 Junior League volunteer staff members. These volunteer staff members recruited 38 new business partners for the A-a-S Program. The Models and Guidelines also were used to provide training for new business and principal partners during the September 1985 school/community partnership conference sponsored jointly by Project WISE, the Oklahoma City Schools, Adopt-a-School, the Greater Oklahoma City Chamber of Commerce, and the Oklahoma City Junior League.

The Oklahoma City Liaison Team used WISE Models and Guidelines and information about small and rural school partnerships to help metropolitan schools and outlying districts initiate collaborative school-business efforts. The Oklahoma Liaison Team SEA representative requested and received Project WISE technical assistance in two statewide efforts: (1) the development of school-business partnerships for all the state's school districts and (2) assistance with establishing a council to advise the Oklahoma Chief State School Officer in his efforts to facilitate school-business collaboration throughout the state. Project WISE assisted with these efforts by developing a survey instrument for use in determining what collaborative efforts are under way and what needs might be met through school-business partnerships (See Appendix 2, "Project WISE School and Business Partnership Survey").

Austin, Texas

Project WISE assisted with two new partnerships to help meet school staff development/inservice education needs in Austin Public Schools. One of the new partnerships includes that between the Austin Independent School District (AISD) and the Austin Chapter of the American Society for Training and Development (ASTD). Three of the preliminary meetings to develop this partnership were arranged by Project WISE. Included in these meetings were the AISD Assistant Superintendent for School-Community Relations, AISD Director of Staff Development, AISD Acting Director of Research and Evaluation, AISD Director of the Science Academy, the Austin ASTD President who is also Director of Training at Texas Instruments in Austin, and the Senior Reseacher of Project WISE. The AISD-ASTD partnership arrangement affords school staff members opportunities to attend corporate training sessions being conducted by participating ASTD trainers for cooperating businesses.

Most ASTD members are staff developers who are independent trainers or work in business, government, or higher education organizations. In collaboration with the AISD Office of Staff Development, the staff developers save places in their sessions so that school staff may attend at no charge. The first such training was an all-day seminar on positive communication techniques. From April through October, 1985, a total of 37 administrators and teachers took advantage of these opportunities for staff development to improve their skills in personnel management, oral presentations, and interpersonal relations.

Another aspect of partnership involves the school district's Media Production Office. Working collaboratively, ASTD members and members of AISD's Staff Development and Media Production Offices utilize business oriented training sessions for use with educators. The staff developers and media staff then produce videotape presentations for use in school staff development activities. Seven of these videotapes have been produced.

The Austin IBM, Inc. branch adopted the AISD Alternative School Program which consistsof three schools, W.R. Robbins, F.R. Rice, and the Evening High School. This adoption is part of the larger Dropout Prevention Program. That program enlisted Austin business/community support through a Dropout Prevention Task Force formed by the Austin Adopt-a-School Advisory Council which included the Project WISE Senior Researcher. Representatives of IBM and the Council met frequently during a two-month period. Earlier meetings were related to assessing needs as well as resources and how these could be matched most effectively. Later meetings were held to set goals and develop problem solving strategies.

The following narrative is a summary of Project WISE Liaison Teams' partnership activities at its continuing sites during December 1984 to November 1985.

Albuquerque, New Mexico
Join-a-School Program

- Increase of 51 partnerships (Each school had at least one adopter by December 1984.
- Creation of a Chamber of Commerce Department of Education
- Assistance to new partnerships in metropolitan Albuquerque and northern New Mexico
- Advice to new statewide program for summer jobs and staff development for teachers
- Service on statewide panel for industry and education partnerships
- Development of volunteer organization to provide substitutes for teachers taking leave for staff development with business/industry.
- Creation of videotapes and other audiovisual presentations to promote school-business partnerships

Oklahoma City, Oklahoma
Adopt-a-School Program

- Increase from 130 to 175 partnerships, including all schools.
- Formation of education partnerships with Tinker Air Force Base
- Assistance to Metropolitan Oklahoma City and rural Oklahoma partnership projects

- Presentations to statewide professional groups
- Establishment of council to advise the Oklahoma Chief State School Officer with regard to school-business partnerships
- Survey of all schools in the state with regard to school-business activities and needs

Austin, Texas
Adopt-a-School

- Increase of 49 partnerships to 112, including all schools.
- Arrangement of school-business collaborative workshops for teachers, principals, PTA presidents, and Adopt-a-School representatives
- Facilitating the establishment of the Science Academy
- Collaboration with other larger city partnership programs to assist rural and smaller city efforts

Additional information about the distribution of information concerning school and business collaboration is included with the report about WISE Working Conferences in Goal Two, Objective 4.

Objective 2: To refine the Project WISE "Models and Guidelines for Partnership in Education."

The Project WISE "Models and Guidelines for Partnerships in Education" have been reviewed by top level consultants. These included experienced directors of partnership projects; tested at school sites; and revised in the light of the reviewers' and Liaison Team recommendations and information obtained by site tests. Most of this year's refinements to the WISE Models and Guidelines were made based upon information obtained from the Project's three continuing LTs. Other refinements were suggested in information the Project obtained from the literature or from programs outside the region.

The introduction now includes more explanation of the relationship between the Models and the Guidelines. Also, the Models and Guidelines have been defined more precisely as operational (demonstrating how to use the findings of research) rather than theoretical (explaining the relationship between research and practice).

The introduction of the staff development/inservice education (SD/IE) section of the Models and Guidelines has been condensed to provide a concise rationale for school-business collaboration to help meet school needs. A paragraph has been added to discuss the differences between orientation and training but emphasizing the importance of both in implementing S-BC as well as in using business SD/IE to help meet school training needs.

The purpose of these Models and Guidelines is to provide school and business/community partners with (1) a context model for producing a nurturing environment, (2) a strategic model for analyzing resources necessary for meeting goals, and (3) guidelines for dealing with issues related to partnerships.

The Models and Guidelines are also intended to encourage education-community partnerships by providing a rationale for them, describing their benefits and costs supplying examples of partnerships, and offering models and guidelines for achieving successful collaborative efforts.

The Models and Guidelines have three inter-related components: (1) the Context Model for Education-Community Partnerships which is designed to assist in developing an environment conducive to effective collaboration; (2) the Strategic Model which is a tool to facilitate planning and implementation; and (3) a set of Guidelines that help deal with issues likely to be encountered and help avoid or resolve problems that might arise.

As a translation of research into practice, the Models and Guidelines are intended as practical tools for making effective use of community resources to help schools enhance the quality of education. Whether the resources used by the school are material (funds, equipment, etc.) or human (skills, experience, and knowledge), the process of identifying needs and of identifying, obtaining, and applying resources depends on humans, especially their activities and interaction. The Project WISE Models and Guidelines are, therefore, based on the concepts of human resource development and, as humans organize to obtain a mutual goal, of organizational development.

The Context Model is based on the assumption that there are four elements necessary to create a context conducive to school and business collaboration to help meet school needs. These four elements are as follows:

1. shared or overlapping goals among the partners,

2. community resources to meet school needs,

3. mechanisms for the exchange and application of resources, and

4. feedback about results to partners involved in the collaborative effort.

The WISE Guidelines provide a detailed discussion about these elements.

The Models and Guidelines are not meant to inhibit attempts to try alternative or innovative school-community collaborative efforts. On the contrary, because every community is unique (indeed no two schools are identical), the Models and Guidelines are specific enough to help, but general enough to be adaptable.

Effective partnerships must be flexible and receptive to innovation. These innovations may be shown in a partnership's objectives, structure, process, membership, needs, resources, as well as other aspects of the efforts. Discussions of whether local projects should reinvent the wheel may be rooted in different definitions of "wheel." Probably the wheel need not be reinvented, but instead should be fitted with a tire suitable to local terrain. This adaptation by the new partners can help them feel ownership of the project. The Models and Guidelines can facilitate this adaptive process and help develop successful collaborative projects at the local level. The revised "Models and Guidelines for Partnerships in Education" are included in Section G.

Objective 3: To obtain information about school-business collaboration (S-BC) activities other than those of Project WISE.

School-business partnership information from other project sites was obtained primarily from mail, telephone, and direct personal contacts with directors of those projects. A secondary source for information was an ongoing literature search by Project staff. Information about collaborative staff development was especially sought and obtained, but information with regard to other guidelines for partnerships was also collected.

The main subject file heads and sub-heads for organizing the collected information and materials are based on those of the Models and Guidelines and descriptive of the information and materials relating to school-business collaboration. These heads and sub-heads are listed below.

Major File Heads and Sub-heads for Collected Information

I. INTRODUCTION AND RATIONALE

II. COSTS AND BENEFITS
    Student and School Benefits
    Community Benefits
    Business Benefits
    Labor Union Benefits
    National Benefits

III. ISSUES AND GUIDELINES
   Phase One: Getting Started
   Phase Two: Implementation
   Phase Three: Sustaining Interest and Momentum
   Phase Four: Evaluation

IV. EXAMPLES OF PARTNERSHIPS AND PARTNERSHIP ACTIVITIES

V. COLLABORATIVE STAFF DEVELOPMENT
   Introduction and Rationale
   Issues and Guidelines
   Examples

The information and materials are cross referenced by project name and city/school district name, and business name if well known for its project(s).

Additional subject and file heads are based on facts gathered in response to Project WISE Liaison Team member requests for information relating to a specific aspect of school-business collaboration. In responding to these requests, Project WISE has gathered information related to the following: (1) volunteer efforts at the state educational agency level, (2) the training of volunteers, (3) the formation of partnerships in rural schools, (4) establishing a chief state school officer's advisory council on school and business collaboration, (5) developing an instrument for surveying a state's school districts to determine the extent of their involvement in collaborative efforts and find out what additional activities they are interested in, (6) establishing a local education foundation, and (7) funding.

Project WISE requests for information from sources other than its six sites are recorded on a contact log. Noted in the log are the nature of the requests, responses, and information and materials received, date received, and where filed. Appendix 1 is a copy of the "Project WISE List of Publications Searched for Information Regarding School and Business Collaboration." This lists the periodicals subscribed to by the Project Senior Researcher, the Southwest Educational Development Laboratory, the Division of Family, School, and Community Studies, and other sources.

Objective 4: To hold a conference of the six site Liaison Teams in order to: (1) prepare the Teams for more effective implementation of school-business collaboration at their sites, and (2) improve the WISE Project's "Models and Guidelines for Partnerships in Education.

Considerable project effort was committed to planning the seven WISE 1985 Working Conferences. Preliminary planning began in FY84. Liaison Team planning (including the Project WISE Senior Researcher) occurred during the six site meetings and by telephone and mail. Topics, agenda items, and potential dates were discussed. Several alternatives were considered in an effort to hold the most effective conference possible given available resources. These alternatives included the following:

1. Six conferences, one at each site

2. One conference with only two Liaison Team members from each site

3. Combination of alternatives #1 and #2, one conference of two Liaison Team members from each of six sites (held in Dallas or Austin) and another conference for the entire Liaison Team membership of the three new sites (held at one of the three sites)

4. Permutation of alternative #3, one conference of two Liaison Team members from each of the six sites and three other conferences, one each at the new sites

Seven individual working conferences conferences were eventually held one at each site except Austin, where two were held, for different levels of school leaders. This alternative had two major disadvantages: (1) no opportunity was available for direct interaction among persons from the six sites and (2) more Project WISE staff time and effort were needed to plan, prepare for, and implement the site-based conferences. However, there were three major advantages for holding conferences at each site. They were: (1) more participants at each site could attend which increased potential for proliferation of S/BC partnerships; (2) more attention was focused on the needs of each site, and (3) less travel expenses were needed to send Project WISE staff to each site than would have been required in bringing all Liaison Team members to one central meeting.

Conferences were held at each of six sites. Content of the conferences varied according to the needs and circumstances of each site's program. Thus, none of the conferences was the same. A summative description of each site conference is provided in the following paragraphs.

Albuquerque
July 24-25, 1985

The 33 persons who attended the Albuquerque conference on July 24-25, 1985, included the following:

Educators (10)
  4 principals/assistant principals
  1 president of Teachers Federation
  2 teachers

- 1 State Department of Education staff member
  - 1 university dean
  - 1 SEDL
- Career Guidance Institute/Chamber of Commerce staff (4)
- Business representatives (14)
- Hospital staff (2)
- Junior League representatives (2)
- Public utility representative (1)

One of the business representatives is also President of the Albuquerque Chamber of Commerce. A copy of the participant list is included in the Conference Proceedings, Section G.

In planning for its conference, the Albuquerque Liaison Team decided that the major needs of the "Join-a-School" Project were (1) to take stock of what it had accomplished and (2) to make recommendations for its 1986 activities. The Liaison Team members also decided to submit these recommendations to the organizations they represented. Leaders and representatives of the Albuquerque Public Schools, Chamber of Commerce, Career Guidance Institute, and Join-a-School Program met with the Liaison Team, discussed the Liaison Team's conference proposal and agreed to it.

The conference featured activities based on an organizational development process. This consisted of a series of alternating small and large group meetings designed to (1) assess the progress of an organization or program, (2) develop a list of high priority objectives the organization might accomplish under ideal conditions (ample funds, time, etc.), (3) evaluate the practicality of accomplishing these objectives through classifying them in terms of difficulty--most difficult, less difficult, and least difficult--and identifying obstacles to their accomplishment, (4) prioritize these objectives in terms of which to pursue first, and (5) recommend action to accomplish the higher priority objective(s). More information about the Albuquerque Conference is included in the Project WISE document, "Partnerships in Education: Proceedings of Pilot Site Working Conferences."

Following this organizational development process, conferees recommended the following objectives and actions to help improve education in the Albuquerque Public Schools:

- Increase "grass roots community involvement" in education.

  . Establish trust and communication between schools and community.

  . Market/sell education to the public.

  . Obtain more local media attention.

. Expand school-business/community partnership projects.

- Expand school-business/community partnership projects.

. Extend use of WISE Models and Guidelines.

. Solicit involvement of community groups.

. Develop proposals for business and industry use of public school facilities in evenings, weekends, and summers.

. Encourage businesses to go to the schools.

. Encourage cooperation among schools, city, and universities to develop ideas for joint use of respective grounds.

. Provide educators with incentives, such as certification in school-business/community partnerships.

. Encourage growth of rural education partnerships.

. Provide inservice training for educators.

. Provide leave for teachers to attend workshops.

. Establish local and statewide clearinghouses for partnership information.

. Promote more Chamber of Commerce involvement.

. Promote the creation of a statewide association of chambers of commerce to facilitate statewide information sharing.

. Obtain public support from School Board.

. Establish trust and communication among educators and between educators and private sector.

. Get parents more actively involved in schools.

. Obtain more funding from grants (hold workshop for grant writing).

. Acquire more equipment and transportation for apprenticeship programs.

. Involve more people, especially more community leaders, in conferences like this one (by Project WISE).

. Follow through with ideas generated at such meetings.

. Disseminate report of this meeting to high-level people.

New Orleans
August 13-14, 1985

The New Orleans Project WISE Working Conference was held August 13-14, 1985. The 29 conferees were as follows:

Educators (14)
  2 Principals
  3 Teachers
  1 School of Education dean
  2 State Department of Education staff members
  1 Assistant Superintendent for High Schools
  1 Supervisor of Science and Mathematics
  1 Supervisor of Senior High Schools
  1 Director of School and Business Partnership
  1 Other central office staff members
  1 SEDL
Business representatives (8)
Metroplitan Area Committee members (2)
Board of Trustees (2)
Office of the Civil Sheriff (2)
U. S. Navy (1)

A copy of the participant list is included in the Project WISE document, "Partnerships in Education: Proceedings of Pilot Site Working Conferences."

Objectives of the conference were (1) to plan ways of helping the New Orleans Public Schools meet staff development as well as other needs and concerns of the school district, (2) to share information regarding improvement of the education-private sector collaboration process, especially regarding two specific projects (an education foundation and high technology mag high school program) being considered by the New Orleans Public Schools, and (3) to suggest procedures for making information from the first two objectives available in a usable format for other practitioners. A copy of the conference agenda is included in the Project WISE document, "Partnerships in Education: Proceedings of Pilot Site Working Conferences."

Two months prior to the conference, Project WISE collected and provided information to the New Orleans S-BP Director regarding foundations and magnet schools. The Director duplicated this material and disseminated it to key people, including those who would be invited to the conference. This material provided the basis for small and large group discussions where conferees were given additional information concerning potential resources and key individuals to contact. The group discussions also generated suggestions regarding the foundation and the magnet high school.

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Major outcomes from conference deliberations can be categorized as follows:

- Recommendations to enhance school-business collaboration
  - Improving the community context for collaboration
  - Establish shared goals
  - Identify and prioritize educational needs
  - Locate and fully utilize resources
  - Build mutual trust
  - Improve communication

- Recommendations for developing an educational foundation
  - Build community consensus for a single foundation
  - Contact specific sources for technical assistance and funding
  - Make optimal use of local human and financial resources

- Recommendations for establishing a high technology program at a high school
  - Hold a "high tech" conference to build community and school (including student) awareness and interest
  - Identify and dialog with successful programs
  - Inventory resources in local business/industry, higher education, government, and other organizations

At the conclusion of this conference, participants gave the conference a positive evaluation and provided the following suggestions for follow-up for the conference:

- The conference was very productive

- The small group/large group arrangement was productive

- We needed more time on what other school-business partnerships (SBP) are doing.

- We needed more time in conference, 2 days instead 1 1/2

- We needed only 1 day, run until 7 p.m.

- The time spent on magnet schools was especially beneficial

- The time spent on magnets and foundations was equally beneficial

- Project WISE should continue to send SBP information to LTs, especially on what other high tech magnet schools are doing

- Project WISE should send SBP information to all participants

- Project WISE should continue to provide to MAC information about raising funds for foundations

- Members of the School Board and City Council should receive a report of the conference.

- Follow-up on this conference should begin today

- We need more meetings like this to involve more school and business leaders, especially new school administrators who will start this year.

Austin
Austin 16, 1985 and November 1, 1985

The Austin Liaison Team recommended that the Austin conference focus on helping principals develop and manage school-business partnerships efforts more effectively. Project WISE staff then met with AISD's Assistant Superintendent for Secondary Education, Director of Secondary Programs and Services, and Assistant Superintendent for Elementary Education to develop specific objectives and plan the conference. During these planning sessions, a decision was made to hold one conference for assistant principals of secondary schools (August 16, 1985), and to hold another conference for elementary school principals (November 1, 1985).

The objectives for the secondary school principals were as follows:

1. To share information about the importance of involving principals in the AISD's school and business/community partnership efforts.

2. To identify educational issues/concerns of the AISD principals and business representatives that school and business/community partnership efforts can help resolve.

3. To elicit practical strategies for obtaining information and resources from schools and businesses/the community that can help develop more effective partnership efforts in the AISD.

4. To outline the major components of a sample action plan which involves principals in school and business/community partnership efforts for improving schools and education in the AISD.

5. To produce and disseminate a sample action plan for use by the AISD principals and business/community representatives which will improve schools and education through partnership efforts.

Outcomes expected from this conference included the following:

1. Principals will better understand the importance of school and business/community partnerships in education.

2. Business/community representatives will better understand the educational issues/concerns in the AISD schools.

3. Principals will gain insights regarding the educational issues/concerns of the business/community sector.

4. Principals will become more knowledgeable about the additional resources that are available from the business/community sector to help resolve school issues/concerns.

5. Business/community representatives will become more knowledgeable about the resources principals and other AISD staff need and/or can offer.

6. Principals and abusiness/community representatives will become more knowledgeable about how to cooperate in establishing school and business/community partnership efforts.

7. Outline of sample action plan to help facilitate the increase of school and business/community partnership efforts will be developed.

The 48 participants in the first Austin conference were as follows:

Educators (27)
1 Assistant Superintendent, Secondary Education
1 Director of Secondary Programs and Services
1 Assistant Superintendent for Operations and Community Resources
1 Director, Management Information
3 Principals
16 Assistant principals
1 Dropout Program Coordinator
1 Teenage Parent Program Administrator
1 Assistant Dean of College Education
1 Executive Director, Texas Association of Secondary School Principals

Business and community representatives (17)
8 business representatives
1 Governor's Office representative
1 State legislator
4 Chamber of Commerce, including Capital City and Hispanic Chamber of Commerce representatives
1 Hospital representative
2 Media representatives (4)

SEDL representatives (4)

A copy of the Participant List is shown in the Project WISE document, "Partnerships in Education: Proceedings of Pilot Site Working Conferences," Appendix 4. A copy of the agenda of the Austin School and Business/Community Partnership Workshop for Secondary School Principals is also included in this document.

The opening presentation for the conference was entitled, "The Importance of School and Business/Community Partnerships: An Overview and Some Insights," was presented by the Program Manager-University/Secondary Schools Relations in Texas, International Business Machines, Inc. Following this was a brief question and comment period related to the presentation.

Next was a discussion by a panel which included the Director of the (Texas) Governor's Office for Community Leadership; the Austin Chamber of Commerce Vice President for Quality of Life; the Director of Government and Public Affairs for Microelectronics and Computer Technology Corp.; the Executive Director of the Texas Association of Secondary School Principals; and the AISD Assistant Superintendent for Operations and Community Resources. The panel presentation was followed by a question/answer/comment/discussion session.

During a working lunch, there were two informal presentations on "Effective School/Business Partnerships: Priorities and Issues." These were chaired by the Director of Management Information for AISD. One presentation was by the Assistant Superintendent for Secondary Education, AISD. The other was by a business representative who is chairman of the Chamber of Commerce Task Force for Prevention of School Dropouts.

Following lunch there were three-part, concurrent small group sessions. The three parts were entitled (1) "Principals Speak to Business Partners," (2) "Business Partners Speak to Principals," and (3) "Forging the School/Business Partnership." After these, there was a general session entitled , "Formulating the Outline of a Sample Plan." This included highlight reports from each small group and a discussion about developing an outline of major components for sample action plan to help foster broader school and business/community partnership efforts. Later, a team of AISD, business/community persons, and SEDL staff were to draft, finalize, produce, and disseminate the sample action plan.

The second Austin Working Conference was similar to the first, but designed for school leaders at the elementary level. Its theme was "Involving Elementary School Leaders in School/Business Partnerships," but its overall goal was to enhance the role of elementary school leaders in Austin's school and business/community partnerships.

The objectives for the second Austin Working Conference, which was held at the Howard Johnson Hotel in Austin, were:

1. To emphasize the importance of involving elementary school leaders in the AISD's school and business/community partnership efforts.

2. To identify educational issues/conerns of the AISD elementary school leaders and business representatives that school and business/community partnership efforts can work on to improve schools.

3. To elicit practical strategies for accessing information and resources from schools and businesses/the community that elementary school leaders can employ or utilize AISD schools.

4. To outline the major components of a sample action plan involving elementary building leaders in school and business/community partnerships efforts for improving schools and education in AISD.

5. To produce and disseminate a sample action plan that AISD elementary school leaders and business/community partners can use to improve schools and education through partnership efforts.

The expected outcomes from this conference were that:

1. Elementary school leaders will gain insights regarding the educational issues/concerns of the business/community sector.

2. Elementary school leaders will become knowledgeable about the additional resources that are available from the business/community sector to help resolve school issues/concerns.

3. Elementary school leaders and business/community representatives will become more knowledgeable about how to cooperate in establishing school and business/community partnership efforts.

4. Outline of a sample action plan to help facilitate the increase of school and business/community partnership efforts will be developed.

The 99 participants in this conference were as follows:

Educators (74)
1 Associate Superintendant for Instruction
1 Assistant Superintendant for Operations and Community Relations
1 Assistant Superintendant for Elementary Education
1 Assistant Director of Planning and Interface
3 Supervising Principals

50 Principals
1 Assistant Principal
2 Helping Teachers
3 Teachers
1 Counselor
1 Administrative Intern
1 Administrative designee
1 Assistant Dean, College of Education
1 Professor of Curricullum and Instruction
1 Assistant to the Vice President for Student Affairs, School of Law
1 Executive Director, Texas Elementary Principals and Supervisors Association
1 Professor for Educational Administration
1 Provost Officer
1 Director of Admissions and Records
1 Director of EEO/AA

Business and Community Representatives (21)
13 Business Representatives
1 Assistant Director of Aviation, City of Austin
1 Director of Psychological Services, Austin Police Dept.
1 Minister
1 Executive Director, Austin Minority Economic Development Corp.
1 Executive Director, Austin Area Urban League
1 Education Director, Austin Chamber of Commerce
1 Psychologist
1 Television Representative

SEDL Representatives (4)

A copy of the agenda and the list of participants is in the Conference Proceedings, Appendix 4. After an opening presentation by a representative of the Watson Group, an association of Austin Real Estate builders, developers, and architects, a panel convened to discuss the importance of elementary school leaders is AISD's school/business partnership efforts. Panelists included a Kidder Peabody and Company account executive, Austin Area Urban League's Executive Director, a Professor of Curriculum and Instruction at the University of Texas at Austin, the Texas Elementary Principals and Supervisors Association's Executive Director, and the AISD Assistant Superintendent for Operations and Community Relations. The panel presentation was followed by a question and comment session.

During a working lunch, two informal presentations on the priorities and issues of effective school and business/community partnerships were given. One presentation was by the AISD Superintendent for Elementary Education and the second was by the Director of Administrative Services for IBM Corp. This Session's leader was the AISD Assistant Director for Planning and Interface.

After lunch there were concurrent small group sessions which consisted of three parts. The parts were: (1) "Principals Speak to Business/Community Partners," (2) "Business/Community Partners Speak to Principals," and (3) "Forging the School and Business Community Partnership." A general session following the small group activities provided time for small group reports and to discuss the development of an outline for a sample action plan which can help foster school/community partnerships.

Participant feedback with regard to success of the conference was gathered with a rating scale form each completed. Overall, responses indicated that the conference was rated by participants we being very successful. At the close of the conference, participants also requested additional kinds of information or resources to help them become more involved in school and business/community partnerships. These included:

- more sessions like this Working Conference
- more time and assistance to implement successful partnerships
- icreased participation of business in the schools
- informing teachers about partnership possibilities
- a Leadership Austin Academy for AISD principals
- a list of businesses willing to help schools
- a network to link school needs with business resources.

More information about this and other WISE conferences is contained in a separate Project WISE document, "Partnerships in Education: Proceedings of Pilot Site Working Conferences, July-November, 1985."

Oklahoma City, Oklahoma
September 25, 1985

The Oklahoma City Project WISE Working Conference was held in the Sheraton Hotel Ballroom in Oklahoma City, September 25, 1985. Approximately 250 participants representing education, business, the Chamber of Commerce, Junior League, and other community organizations attended. There were also 10 representatives of businesses, the Chamber of Commerce, and Education in Edmond and Putnam City, two suburbs of Oklahomo City. (The length of the participant list prohibits its reproduction here.)

Planning for the conference was done by representatives of the four conference sponsors, including Project WISE, the Oklahoma Schools, Chamber of Commerce and Junior League. Most of the planning and preparation was done by the Junior League and the Oklahoma City Adopt-a-School Coordinator. She decided not to secure evaluations of the conference from such a large group of participants. For that reason, no evaluation data are included here. After the sponsors set the conference purpose and goals, a brochure was developed by the Junior League and mailed to 500 representatives of education, businesses, and other community organizations. The brochure included a conferance registration forms, a preliminary agenda, and the following information:

Sponsors:
  Oklahoma City Junior League
  Oklahoma City Chamber of Commerce
  Oklahoma City Public Schools:
    Adopt-a-School Program
    Foundation, Inc.
  Southwest Educational Development Laboratory - Project WISE

Purpose of Symposium:

Orientation and training for business and schools involved in the Oklahoma City Public School Adopt-a-School Program, including detailed "how to" sessions for forming quality partnerships. Also included are presentations highlighting an award-winning partnership and new techniques in working with volunteers.

Goals of Symposium:

1) To develop community support for Oklahoma City Public Schools by forming lasting partnerships and/or financial support between local businesses and the Oklahoma City schools.

2) To achieve quality partnerships and to strengthen the Adopt-a-School Program/Oklahoma City Public School Foundation, Inc.

3) To promote volunteerism in the business sector.

The President of the Oklahoma City Junior League and the co-chair of its "Partners in Education" opened the conference. They stressed the League's commitment to the Oklahoma City Adopt-a-School Program and described their participation in it. The League's participation included the sponsoring of an evening banquet the previous week for 200 business leaders they hoped to interest in Adopt-a-School. The Junior League also has volunteered time of 10 of their members during 1985 and 1986.

The Oklahoma City Public Schools Superintendent spoke of his commitment and hopes for the Adopt-a-School Program. The School Board of Trustees President, who is also President of the Oklahoma City Public Schools Foundation, discussed the foundation and, in general terms, how it might help fund some collaborative school improvement efforts. The Project WISE Senior Researcher gave an overview of the scope of educational partnership in the nation and SEDL region.

In the Senior Researcher's address, information was provided about SEDL and Project WISE, including their relationships with the Oklahoma State Department of Education and the Oklahoma City Public Schools; a summary of the accomplishments of partnership activities in Oklahoma City; and a brief description of lessons WISE has learned from the Oklahoma City Liaison Team and other partnerships throughout the nation. He also discussed the "Models and Guidelines for Partnerships in Education, emphasizing their flexibility, their primary components, and the context in which they were produced. The keynote address was given by the Director of the Memphis, Tennessee Adopt-a-School Program.

Following the keynote address, there were two concurrent one-hour "How to" Sessions. These group sessions included four short presentations and then question and answer interaction between the presenters and participants. One group featured the Director of the Division of Family, School, and Community Studies and the Senior Researcher of Project WISE, both of SEDL, and the Coordinator of the Oklahoma City Adopt-a-School Program, one of the co-chairs of the Junior League Partners in Education Project, a member of a local architecture firm that had adopted the sixth grade of several Oklahoma City Schools.

Participants in the session were Oklahoma City principals and school patrons. The second group session featured the Director of the Memphis Adopt-a-School Program, the Coordinator of the Oklahoma City Adopt-a-School Program, two members of the Junior League, and corporate/private sector conference participants.

Approximately 485 persons, including the Partners in Education Conference, attended a forum Luncheon hosted by the Oklahoma City Chamber of Commerce. The luncheon keynote speaker was the President of the University of Oklahoma. He and other city leaders on the luncheon program discussed and re-emphasized the potential of partnerships in education.

Following the luncheon there was an afternoon of informal discussion concerning principals and assistant principal's questions about their roles in Adopt-a-School and how it could best benefit their schools. Included in the discussion were 48 principals and assistant principals, 10 members of the Junior League Partners in Education Program, the Coordinator of the Oklahoma City Adopt-a-School Program, the Director of the Memphis Adopt-a-School Program, and the Senior Researcher of Project WISE.

Jackson, Mississippi
October 29, 1985

"Mississippi's First Adopt-a-School Seminar," co-sponsored by the Jackson Public Schools and Project WISE, was held on October 29, 1985 at the Holiday Inn Downtown, Jackson, Mississippi. Approximately 300 persons participated. Because of the large number of participants, no roster was made. About 160 of the participants represented the local school district, the Mississippi State Department of Education, the local Chamber of Commerce, businesses, and other local community agencies in Jackson. Others were representatives of the sixteen other cities/school districts throughout Mississippi. Evaluation of the conference was conducted by the Jackson-based coordinators and will be made available to Project WISE when it is tabulated.

The first part of the conference provided participants with opportunities for "booth browsing" on the hotel's Mezzanine. Thirty-five display booths and tables had been set up by representatives of various schools and business/community partnership projects. Participants visited the booths and tables, picking up material about projects and discussing them with project representatives at the booths. WISE staff distributed 250 packets of information about the project and discussed it with participants.

The opening general session was moderated by the Jackson Adopt-a-School Project Director and included short presentations by the Jackson Mississippi Separate School District (JMSSD) Superintendent, the Jackson School Board President, the Jackson Education Foundation President, and a Jackson Adopt-a-School Coordinating Board member, The keynote address was delivered by the Senior Researcher of Project WISE. The keynote address's theme was "More Productive Partnerships Through Learning of Sharing." The address contained information about (1) the the partnership movement's "big picture" in the nation, the SEDL region, and the State of Mississippi; (2) the need for projects to be designed to meet local needs and conditions; (3) the less tangible and most important benefits of effective partnerships for students, schools, businesses, and the community; (4) the importance of tapping available human resources; (5) how the Project WISE Models and Guidelines can facilitate the process for effective collaboration; and (6) some "success stories" of how partnerships had actually helped students and schools.

After the general session, there were five one-hour concurrent workshops, then lunch and a musical presentation performed by Jackson Elementary school students. After lunch, there were five one-hour workshops, sessions, three of which were repeats of the morning.

For additional information, see the WISE publication, "Proceedings of Pilot Site Working Conferences," Appendix 4.

Little Rock
November 7, 1985

The Project WISE Little Rock Conference was held there on November 7, 1985 in the Hall High School Media Center. The goal of the conference was to prepare the school's partnership teams for implementation of the new "Partners in Education Program." Conference Objectives were the following:

1. For school and business teams to know the importance of their roles in the new program;
2. For school and business teams to know the new program and how it will function, and
3. For school and business teams to be committed to the new program.

There were 203 participants in the conference. These included (1) principals, (2) teachers, (3) Little Rock PTA parnts, (4) business representatives, (5) community representatives, (6) state representatives, and (7) state government representatives.

This Project WISE Working Conference marked the inauguration of the new Partners in Education Program that replaced Little Rock's Adopt-a-School Program. The new program embodied considerable reorganization. Rather than just one contact person in each school and business, teams were organized at each school and at each of the business/community partner sites. School teams included teacher representatives, the principal, and the PTA President or other parent representatives. The business teams were formed as counterparts of the school team. Each team is headed by the principal or a designated teacher or parent. Team leaders and the program director comprise the partnership council that will set partnership goals and objectives based on the school needs assessment, resources inventory, and agency resources as well as needs. The program director reports to an assistant superintendent.

The new program is based on input from Little Rock school principals and teachers, Project WISE Senior Researcher, Little Rock Liaison Team, and members of the out-going Adopt-a-School Council. The new Project Teams were selected and the team leaders trained before the November Conference. During the conference, team leaders informed other team members as well as prospective school and community partners about how the new Partners in Education Program will operate.

The Arkansas Governor's Aide for Education made a motivational speech. The Assistant Superintendent for Community and Volunteer Affairs delivered the school superintendent's message supporting the Partners in Education Program. The Program Coordinator spoke about how the new program had developed and how future concerns, issues, and problems were likely to be resolved. The Senior Researcher for Project WISE discussed the WISE Models and Guidelines and how they related to Little Rock.

Invitations to the conference participants were sent by the Little Rock School District Superintendent with a letter of support for the new program. Copies of the letter and invitation are attached. Evaluation of the conference was conducted by the Little Rock-based coordinators and will be available to Project WISE when tabulated.

In all seven conferences, there were approximately 962 participants. More information about the Project WISE Working Conferences is contained in "Partnerships in Education: Proceedings of Pilot Site Working Conferences, July-November, 1985," Appendix 4.

Objective 5: To evaluate the collaborative process and training conducted according to the Models and Guidelines. (The activities to accomplish this objective in Goal Two, with regard to the three original sites, corresponds to Goal One, Objective 5 activities, with regard to the three new sites. Activities for both objectives are included here.)

Project WISE staff and Liaison Teams have gathered information that supports the conclusion that WISE research-based and experience-based Models and Guidelines are helpful in facilitating the process that is necessary for school and private sector collaboration to help meet school needs. This also includes providing training for school staff, which, in turn, helps them become better prepared to meet their students' needs.

Evaluation of this process and the WISE Models and Guidelines partnership training is based on information gathered in activities to accomplish other Project objectives previously discussed. These activities include those designed to accomplish the Project's objectives of (1) expanding use of the Models and Guidelines at new sites in Jackson, Little Rock, and New Orleans, (2) continuing development of the Models and Guidelines in Albuquerque, Austin, and Oklahoma City, (3) obtaining information from projects other than those of WISE, and (4) holding conferences at the six sites in order to prepare Liaison Teams for more effective implementation of school-business collaboration at their sites, and improve the Models and Guidelines.

Some of the information gathered from these activities was important in helping to evaluate the collaborative process as well as the Models and Guidlines training. Therefore, a recapitulation of the evaluation is offered here along with other pertinent information.

In evaluating the collaborative process and the Models and Guidelines training, it was important to consider the conditions under which these were conducted.

important to consider the conditions under which they were carried out.

There is no best way to design or implement school and business/community partnerships. Local conditions and school needs vary, and often they vary greatly. But research-based and experience-based operational models and guidelines can help local groups and organizations collaborate more effectively in carrying out a school-community partnerships based on their community's conditions and needs.

The Project WISE "Models and Guidelines for Partnerships in Education" provide guidance in planning and implementing local school and business/community collaboration to help meet school needs. The Models and Guidelines were developed from a base of research information gathered by Project WISE during FY84 and FY85. They provide the framework to establish the context necessary for successful collaboration efforts. In addition, they can assist with planning, implementing, sustaining, and evaluating partnerships as well as providing feedback to the collaborating partners.

The WISE Models and Guidelines draw heavily from information about actual partnership projects, and most extensively from the six WISE pilot sites. As with all SBPs, each WISE site has a unique set of conditions. It has been a significant test of the WISE collaborative process, especially the application to school and business partnership efforts at the Project's six pilot sites. The most important components for evaluating the collaborative process are practitioners in the field, i.e., those persons who have the responsibility for planning, implementing, and evaluating partnerships on a day-to-day or year-round basis. Important information was gathered from these practitioners.

WISE staff met with Liaison Teams at each of the six sites. In these meetings, as well as in subsequent mail and telephone communications, WISE staff provided technical assistance regarding how to devise their evaluations of the collaborative process and their collaborative staff training. WISE staff also talked with Liaison Team members at least monthly to obtain updates on results of their training evaluation and the collaborative process implemented in their partnership efforts. These results were also discussed at the site Conferences.

The six sites were at different implementation stages regarding their partnerships, and some had controversies which affected the collaborative process. In New Orleans and Little Rock, there were controversies over desegregation issues and the selection of a new superintendent. Nevertheless, the New Orleans Liaision Team reported that the Models and Guidelines had been helpful in facilitating collaborative school and business efforts to establish a magnet high school emphasizing high technology in its curriculum. The Little Rock Liaison Team reported that the WISE Models and Guidelines were helpful in developing successful training activities for a new staff member and volunteers. They also indicated that the collaborative process used in transforming an Adopt-a-School program into a school and community program was according to the Models and Guidelines and was successful.

Two of the original three WISE sites have new school superintendents. These are Oklahoma City and Albuquerque. In Oklahoma City, the change of superintendency was accompanied by the resignation of the director of the city's A-a-S Program. This director had also been the school representative on the WISE Liaison Team. The directorship and Liaison Team position were filled, temporarily, by the assistant to the director. The temporary director participated in two WISE site meetings and one of its Working Conferences. She was familiar with the Project's Models and Guidelines and used them to develop 38 new business and school partnerships and to train 10 Junior League volunteers.

However, she does not have an assistant and the program has been strained by the increasing number of newly developed partnerships and the lack of support staff. The Oklahoma City Liaison Team, including the A-a-S director, the Oklahoma City Chamber of Commerce Education Director, and the SEA as well as HEA representatives, report that the Models and Guidelines have been immensely helpful in developing and maintaining a positive collaborative process for its growing program and its training of new volunteers.

During the months necessary to select a new school superintendent, the Albuquerque SBP increased the number of partners in the Join-a-School Program, expanded partnership activities, and provided effective training for school staff. Albuquerque Liaison Team's report that these positive developments are due, in large part, to the collaborative process component of the WISE Models and Guidelines and to a public-spirited citizenry.

The Oklahoma City and Albuquerque Liaison Teams have participated in all phases and roles of staff development/inservice education in their district. These have included being participants, facilitators, presenters, designers, and sponsors. Within their site school district, Albuquerque Liaison Team members assisted with a collaborative process for school improvement. It was based on human resource development and organizational development innovations adapted from corporate training used to increase production in businesses. The collaborative process facilitated such innovations as (1) participative management through School Improvement Teams Circles adapted from and assisted by the Honeywell Corporation, (2) quality leadership/management training for all principals, (3) productivity training for 300 school administrators, as well as business people, and (4) science and mathematics training for teachers. Training in Oklahoma City has concentrated on preparing principals to use volunteers more effectively.

Although many aspects of an effective collaborative process were already operative in the Jackson A-a-S Program before it became a Project WISE site, the Jackson Liaison Team reported that the WISE Models and Guidelines have been helpful in facilitating the process for bringing in and working with new adopters and the Chamber of Commerce. Collaboration between WISE, the Jackson A-a-S Program and the SEA fostered development of a statewide SBP conference that was co-sponsored by Project WISE and the Jackson School District. Reports from the Jackson A-a-S Program and the SEA indicate that the conference was successful, The Jackson Liaison Team also reported that they were pleased with results from using the WISE Models and Guidelines as a basis for training Adopt-a-School coordinators.

The collaborative process and training used in the development of the Austin ISD Science Academy was consistent with the Models and Guidelines. According to school district reports, it was also a successful effort. The AISD Superintendent stated that he expects the high quality of the Academy's program to raise the level of science programming throughout the district. The process for collaboration between the Austin Chapter of the American Society for Training and Development and the Austin Independent School District Office of Staff Development was carried out according to the WISE Models and Guidelines. Because of this partnership, teachers and administrators from several schools, as well as central office staff, have received training they would not have otherwise.

For more Liaison Team input about the effectiveness of the collaborative process and the Models and Guidelines training. Project WISE asked the Liaison Teams to make suggestions for their improvement. Reports from the New Orleans and Jackson Teams provided no suggestions for improving either the Context Model, Strategic Model, or the Guidelines. The Little Rock site's response to whether they had been helpful in implementing school-business partnerships was "ABSOLUTELY YES!" The Little Rock Partnership Program Director's suggestion for improving the materials was to duplicate it nationally. Little Rock assessed the Strategic Model as being most helpful in its graphic state, but that the model and Guidelines could be improved by re-formating them for easier reading, i.e., lots of white space, narrower columns, etc. Most of these suggestions for change have been made. There was neither the time nor the funds for printing the Models and Guidelines in double column format which would make them easier to read.

All three of the new sites made other recommendations for improving the Models and Guidelines. The Little Rock Liaison Team suggested that, based on their experience, the Models and Guidelines had to suggest other private sector partners, such as museums, as well as budinesses. New Orleans recommended providing more opportunities to benefit from the exchange of information about partnership activities in other districts. (Later that month, Project WISE mailed each Liaison Team member a report of activities of the other five project sites.)

Jackson suggested that more on-site interaction between WISE Project staff and the district's project staff might have improved the collaborative training process. (The Jackson working conference provided opportunities for direct interaction between WISE staff, each Liaison Team member, and other partners in the school district.)

As a result os site discussions, their recommendations, where appropriate, were incorporated into the refined Models and Guidelines. These improvements include: (1) providing examples of more partnership variety; (2) citing more examples of school and business collaboration in staff development; (3) placing more focus on staff development; (4) providing more text and an illustration to explain how the Strategic Model can be used, (5) including an Annotated Bibliography; and (6) adding a section indicating where to get information from national organizations interested in school and business/community partnerships.

It appears, based on information gained in site activities, that the collaborative process and training conducted according to the WISE Models and Guidelines were helpful to the school improvement efforts at all six pilot sites where the Project's Liaison Teams were involved. However, it is clear that the collaborative process and training can be improved further. This conclusion and others are discussed in Section E, Major Conclusions and Recommendations.

Objective 6: To use a variety of strategies to disseminate information about the findings and outcomes of Project WISE and other school-business collaboration efforts.

Project WISE disseminated information collected from the Project sites and other projects through five basic channels:

(1) The WISE LTs

(2) Individuals and other projects via the LTs in their respective states and nationally

(3) National organizations

(4) Responses to direct requests

(5) Computer accessible data bases

Project WISE has provided to its Liaison Teams information from as well as about each other, and from the literature, and from other projects. Other information was gathered to respond to individual site requests. It was transmitted to sites during their conferences and otherwise through the mail.
Mailing was also used to send information about Project WISE to 21 other projects or potential projects. A discussion of some of the methods used to reach Project WISE audiences follows.

1. Conferences and Presentations

   a. Project information was disseminated at the Second National Symposium on Partnerships in Education June 9-11, 1985, in Washington, DC. Approximately 250 copies of a two-page summary of information about the Project and its Models and Guidelines were distributed there. Also at this symposium, a round-table discussion of WISE Models and Guidelines was held with 13 representatives of schools, businesses, and communities. Later in June, the Project WISE Senior Researcher made a presentation to 105 members of the Austin Chapter of the American Society for Training and Development regarding their use of Project WISE Guidelines to provide training for personnel of the Austin Independent School District. During this presentation, 120 copies of a two-page summary of information about the Project and its Models and Guidelines were distributed.

   b. A presentation titled, "Developing Partnerships Between Schools and Businesses" was delivered by the Senior Researcher at the 1985 Texas Association of School Administrators-Texas Association of School Boards Annual Convention, September 29, 1985.

   c. The director of the Jackson Adopt-a-School Program used information about and from Project WISE in her presentation at a national adopt-a-school conference in Augusta, Georgia.

   d. Project WISE information was disseminated to 300 participants of the Texas State Teachers Association annual meeting, January, 1985, in Austin.

   e. Approximately 200 participants at the Southwest regional meeting of the American Society for training and Development, held in October, 1985 in Albuqueque, received information about Project WISE and its Models and Guidelines.

   f. Approximately 962 participants in the Project WISE Working Conferences were provided with information in presentations and in print. More information about these conferences is in the "Partnerships in Education: Proceedings of Pilot Site Working Conferences," Appendix 4.

2. Existing Media

a. In a brochure about sources of information on school partnerships, the Education Commission of the States (ECS) published information from WISE about its Models and brochure indicated that the revised Models and Guidelines would not be available until Autumn 1985. Requests have begun coming in. Project WISE sent information similar to that published in the ECS brochure to other organizations, especially education stakeholders and business publications.

b. To better inform its sites' local media, Project WISE staff invited media representatives to attend their respective site's conferences. The news anchor from a local television station participated in one of the Austin workshops. It was highlighted in her evening TV news show. An Albuquerque radio news reporter attended a portion of the Albuquerque conference and audiotaped interviews with five participants, including an SEDL representative. Portions of the interviews were included in the radio station's evening news broadcast that day. An Albuquerque newspaper reporter interviewed one of the conference participants and printed a 5 1/2 inch article about the conference and Join-a-School. A New Orleans television crew had planned to attend a portion of the WISE conference there, but coverage of the conference was pre-empted by news of a a hurricane.

3. Liaison Teams

a. The New Mexico and Oklahoma LTs have in turn disseminated Project WISE information to LEA superintendents and SEA departments in their respective states. This dissemination has been through mail, newspaper articles, word of mouth, local and statewide conferences, and a televised interview in the greater Albuquerque area. The New Mexico team plans to make prints of the interview videotape and use it in presentations around the state. The Albuquerque Chamber of Commerce made photographic slides of local S-BC activities the basis of a second videotape to use in the city and state.

b. The Oklahoma City LT provided S-BC information and technical assistance to neighboring communities who are establishing school-business partnerships. The Oklahoma LT member from the State Department of Education surveyed school districts in the state and provided them with S-BC information.

4. Mailings to National Organizations

a. Project WISE continued to send information to, and obtain it from, national organizations involved in school-community partnerships. The Project's Senior Researcher is a member of the National School Volunteer Program (NSVP), which has what may be the most extensive organization and network of people involved in school volunteer programs. Although its interest has been focused on volunteers in the classroom, it has recently been giving more attention to larger scale school-business collaboration.

The NSVP's and other national organizations' newsletters are sources of contacts and information regarding other S-BC efforts around the country. Also, Project WISE subscribed to Pro-Education, a journal dealing exclusively with school-community partnerships. Information about Project WISE activities is being supplied to the journal and newsletters for publication.

b. Information about Project WISE was also sent to more than 30 other associations nationwide and to approximately 45 publications either associated with organizations or independent educational newspapers, journals, magazines, and newsletters.

5. Direct Requests and Comments

a. Project staff filled a number of direct requests for the WISE Models and Guidelines and other information. Many of these requests resulted from dissemination efforts in the last quarter of FY84, a news release regarding the FY84 Working Conference, and a presentation at the "Conference on Building Excellence through Partnerships in Education" in Houston, Texas, November 29-30, 1984 (this activity is being reported here because it occurred too late for incorporation in the WISE FY84 Annual Report).

b. During August 1985, an educational consultant in Pittsburgh, Pennsylvania telephoned Project WISE to say that she and other staff developers were using WISE materials, notably its Handbook for Inservice Education..., to train school district trainers and teachers in HRD concepts and techniques.

6. Computerized Data Bases

a. Information about Project WISE was entered into two nationally accessible computerized data bases. The ERIC system provides access to Project WISE's FY83 and FY84 activities, including the FY84 Annual Report (November 30, 1984), and will have information about its FY85 efforts. The Civic Information and Techniques Exchange (CIVITEX) is newer than ERIC, but is gaining attention. It was developed from a variety of sources, including the 1982 President's Task Force on Private Sector Initiatives survey in 1982. CIVITEX has data on over 25,000 local S-BC partnerships, including the Project WISE sites.

For more information about Project WISE dissemination activities, please see Appendix 5.

E. MAJOR CONCLUSIONS AND RECOMMENDATIONS

1. Conclusions

The work of Project WISE staff and the Liaison Teams from its six sites has led to the formulation of several significant conclusions and recommendations for future activities for Project WISE. The Project's work has generally centered on five central functions: (1) the study of school/business/community collaborative efforts in six sites; (2) the creation and maintenance of Liaison Teams at each site whose members cross job roles and interest areas; (3) the facilitation of communication and cooperation among these sites to further their efforts; (4) the consequent creation and encouragement of a network of individuals (and the groups with which they are associated) which can, strengthen individual efforts with collective support and information-sharing; and (5) the development, testing, and refining of models and guidelines for partnerships in education, which, having been drawn from the experiences of these six sites, can supply directions for others where little has previously existed.

As a result of this work, the most significant conclusion Project WISE staff and the Liaison Team members have reached is simple, yet important:

> **Education and private sector collaboration is a viable concept and worthy of implementation. Furthermore, school and community partnerships can improve schools throughout the SEDL region and the nation, and can benefit all partners.**

School-business collaborative efforts are not, as we know, simple to implement. They are nearly as varied in complexity, purpose, and outcomes as they are numerous. The conclusion above is based on the implementation of successful collaborative efforts. Success, as we know, is often an elusive commodity, dependent here on the personality of the actors, there on the amount of funding, or on a constellation of completely different elements somewhere else. Nevertheless, the experiences of Project WISE staff and its liaison team members have resulted in certain conclusions about what ingredients are necessary for successful collaborations. These conclusions have been assimilated into a separate Project document, "Models and Guidelines for Partnerships in Education," but can also be stated in more general terms below:

It is important for school-business partnerships to: (1) develop and maintain momentum; (2) generate good public relations; through the media and other appropriate means; (3) be a part of a network for sharing information; and (4) provide orientation and training to everyone involved in the partnership. Further conclusions are:

- The liaison team approach appears to be an effective means of facilitating school-business collaboration.

- The use of primarily local funds and local people leads partners buy into it more quickly and "own it and share it."

- Grant funds from a non-local source, such as a private foundation, can be helpful in establishing and/or maintaining an effective program.

- "Outside" funds can be used without compromising the positive benefits of school-business cooperation, especially when the control and management are local and collaborative.

- Public schools should seek and utilize all resources which are available for developing school/business partnerships.

- The private sector has knowledge and skills which are readily transferrable to and usable for schools through inservice education.

- Staff development/inservice education for the collaborators is probably necessary for more effective collaboration.

- The collaborative team should include representatives from an institute of higher education. the school or district, business or chamber of commerce, and state education agency, as well as from other public agencies or private organizations.

- Models, such as the Project WISE "Context Model" and "Strategic Model," are necessary for effective and cost efficient collaboration.

- Guidelines, based on the experiences of other education/private sector activities, can be of critical importance to teams who are planning and implementing school/business collaboration efforts.

- Interaction between school/business teams at different sites is useful for enhancing guidelines and for gaining new ideas and insights concerning the implementation of education-private sector cooperative activities.

- Interaction between members of different site teams, as in a working conference, is helpful in implementing school-business collaboration efforts.

- Other than through WISE, there is little if any exchange of information being specifically promoted or conducted between/among collaboration projects.

2. Recommendations

Liaison Team members made several specific recommendations to Project WISE as a result of their work and the conclusions they reached. These include the following:

- If vocational and/or career education programs are successful, consideration should be given to building on that success as a means of expanding school-business collaboration.

- If there are cohesive labor unions in or near the school district, consideration should be given to including them as a partner in school-business collaboration efforts.

- If the school or business has a committee or office for volunteer services, consideration should be given to including it in S-B C activities.

- There must be opportunities to share information about education-private sector collaboration with other districts and with other schools in these districts.

- Disseminate information about school-business collaboration to other states, school districts, and potentially collaborative businesses in the SEDL region and the nation.

- Continue to promote and nourish the liaison team concept at education-private sector sites.

- Sites which are planning/implementing school-business collaboration activities should hold a conference where members of various site teams can interact to produce insights and ideas which will be useful in helping the sites achieve their goals. If possible, one or more sites which have had successful school-business collaboration experiences should be included in the conference.

- Project WISE should become a national or regional center for information and technical assistance to assist more sites in the development and implementation of education-private sector activities.

- Assist ~~in~~ obtaining funding for staffing collaboration teams in school districts throughout the region.

- Formalize the network system begun by Project WISE region wide.

- Special efforts should be made to establish a climate for more education-private sector collaboration.

- Encourage businesses, civic organizations, etc. to ask themselves: "What can we do to help education?"

- Encourage schools to become more "open" in their approach to education.

- Look at more innovative ways to assess projects and communicate successes (and failures) to constituents.

- Assistance should be provided to schools and other S-B C participants to obtain funding for projects.

- Video tape working conferences, then use the tapes to introduce more people to the work of Project WISE and its LTs.

- Develop a directory of communities involved in school/ business partnerships with names of contact persons, addresses, and telephone numbers.

- Update and synthesize the existing information base and refine it for use with intermediary organizations and potential school-business partnerships. Publish results.

- Identify and describe promising examples and practices of school-business partnerships in the region. Publish results, categorized by goals, demographics, location, and other key criteria.

- Collaborate with representatives of targeted state-level organizations, associations, and agencies to develop, expand, and maintain support networks among school-business partnerships for exchanging information about the availability of resources and services from SEDL and others.

- Provide information about promising characteristics of school-business partnerships to representatives of targeted state level associations, organizations, and agencies, and share information with school-business partnerships through these representatives.

- Prepare and distribute to state-level decision-makers information about examples and activities of promising school-business partnerships and networks in the region.

SEDL will take these conclusions and recommendations into account as it proceeds with work for FY86 and beyond.

F. SIGNIFICANCE OF MAJOR ACCOMPLISHMENTS

Section D of this Final Report describes the numerous activities and accomplishments Project WISE completed during FY85. The following discussion focuses on the significance of three major accomplishments:

- the creation and/or maintenance of six site Liaison Teams;
- the production of the Project WISE data base on educational partnerships; and
- the creation of the Project WISE "Models and Guidelines for Partnerships in Education"

The creation and/or maintenance of six site Liaison Teams: As stated in Section E, Major Conclusions and Recommendations, one of Project WISE's conclusions is that the liaison team concept is a viable one for contributing to the success of school-business collaborations. This is verification of a similar conclusion drawn from the Project's FY84 work, during which only three pilot site Liaison Teams existed. Largely because of that conclusion, and a recommendation of the first three sites, Project WISE expanded the existence of such teams to three additional sites during FY85. As a result, all six states in the SEDL region achieved parity with regard to Project WISE services, unmet needs were identified and addressed at these three new sites, continued to be met at the three continuing sites, and a comprehensive network was established to serve the region.

The creation of three new LTs and the maintenance of three existing LTs is a result of Project WISE staff's belief in the importance of human as well as material resources and the principals of human resource develop and organizational development to foster effective school/business partnerships. Teams of chambers of commerce, state education agencies, higher education agencies, and SEDL, have had the opportunity--in some cases for the first time--to come together to discuss their concerns about and goals for educational improvement in their own communities with a varied sample of people from that community. Thus, the liaison team concept has provided an important opportunity for a variety of viewpoints to be shared. The Liaison team approach has also given the individuals involved a sense of identity as a member of a team working toward a common goal. It has, thus, reduced the sense of isolation that can occur when individuals, or even groups belonging to one segment of a community, seek to cause change without the asistance, support, or even awareness regarding the existence of other "like-minded people."

Further, Project WISE has provided the LTs with the opportunity to participate in the research and development of its "Models and

Guidelines for Partnerships in Education." Frequently, research and development outcomes escape the review, critique, and input from practitioners before being translated into programs and other activities directed toward those same practitioners. As such, an important phase in the transition from research to practice is omitted.

Project WISE has sought to help close the gap between research and practice and, in effect, has helped increase the relevance and applicability of its products. By doing so, this has led to practitioners' becoming an integral part in the process of developing materials and procedures for their own use or benefit. The outcome is that they are also likely to become more motivated to take part in educational efforts for which there is a shared role in the conceptionalizing and planning process.

In addition, Liaison Team meetings have allowed members opportunities for (1) sharing their perceptions, (2) refining their goals, (3) providing content clarity, (4) enhancing activity viability, (5) influencing implementation processes, (6) determining evaluation procedures, and (7) strengthening appropriate follow-up with respect to collaborative staff development/inservice training efforts and materials. Project outcomes have, as a result, become far more useful and effective for intended audiences because representatives of those audiences were involved in all stages of development. Finally, the liaison team approach has been significant because it has provided a collaborative method for pursuing the study of collaboration between schools and business/community partners.

The production of the Project WISE data base on educational partnerships: Increasing attention on collaboration between public schools and the private sector to enhance school effectiveness requires more information about how such collaboration should be planned, developed, implemented, and assessed. This need is compounded by the SEDL region's rapid influx of population and new business as well as by the nation-wide intensification of efforts to improve education. To meet this need, Project WISE staff have produced a significant data base on school-community partnerships. This data base is a collection of information obtained from Liaison Team members at the six sites, a literature review, and from other school-community partnership projects at sites throughout the nation. This data base, described in more detail in Section D, Goal 2, Objective 3, has been used to develop and refine the Project's Models and Guidelines and will be enlarged and used increasingly as an important resource for SEDL work in FY86 and beyond.

The data base has grown during the course of the Project and, in the process, has emerged as not only a central resource for Project staff and participants, but also has become unique nationally in its size, scope, and the quality of its contents. To the best of staff knowledge, no other such comprehensive data base on the subject of school-community partnerships exists.

The creation of the Project WISE "Models and Guidelines for Partnerships in Education": A nation-wide study of school-community partnerships conducted by the Kettering Foundation in 1984 found that isolation among collaborative efforts was not unusual and that no framework existed for facilitating collaborations. Thus, school-community partnerships, while they may often serve the purpose of smoothing the school-to-work transition, do not have, for example, the structured school and business support system which Junior Achievement has, with its national headquarters and its models, for implementing the program. This may be, in part, because school-community partnerships serve more varied purposes than Junior Achievement. Smoothing the school-to-work transition is only one of many *raisons d'etre* for partnerships. And, partnerships come in so many *different forms* that there can be no one organizational model for all partnerships.

Nevertheless, Project WISE efforts have resulted in a set of Models and Guidelines for implementing school-community partnerships designed to meet school needs. As described in Section D, these Models and Guidelines are flexible enough to assist partnerships regardless of their purpose or configuration, and yet specific enough to assist with identifiable aspects of any school-community collaborative process. As is the case with the Project's data base, the Models and Guidelines appear to be unique in the nation, i.e., the first of their kind to be comprehensive, flexible, and based on practice as well as theory. They fill the gap the Kettering Foundation study uncovered.

Furthermore, the Models and Guidelines can be used to institute much needed partnerships, such as those necessary to aid economically or educationally disadvantaged youth. This is a population that a three-year study, now under way, indicates is not being served nearly in proportion to its need. Reported in *Public/Private Venture News* (Fall, 1985), the study, now in its first year, is funded by the Edna McConnell Clark Foundation, IBM, the Pew Memorial Trust the Exxon Education Fund, and the Rockefeller Foundation.

To date, the study has found that school-business collaborations actually tend to avoid targeting the most at-risk youth. They also tend to be urban phenomena, to perceive business as a donor and schools as receivers, to involve service industries characterized by high turnover and many clerical positions, and to enroll a disproportionate number of young women. The study is also finding that most private-sector activity with schools occurs in terms of contributions of money, and that is primarily to post-secondary institutions.

Valuable research such as this study is increasingly pointing out the gaps in collaborative arrangements and revealing patterns in their structures, goals, and activities. As knowledge increases about what needs are remaining unmet, more collaborations can be expected to form to meet these needs. The Project WISE Models and Guidelines are now readily available to serve those efforts.

A large measure of the significance of the Models and Guidelines lies in the issues and questions they address. These issues and questions were raised by Liaison Team members and were culled from the Project's information data base during the last three years. They include the most frequently asked questions and the knottiest problems faced by individuals involved in collaboration efforts. They are listed below:

1) How to identify needs of schools?
   How to assess and prioritize the individual needs of each school in the program?

2) How to identify resources?
   What private sector organization has the means of fulfilling the needs of the school?

3) How to get funding?
   How to locate and obtain funding that is helpful to starting and maintaining a project or program?

4) How to obtain resources other than funding?
   How to get direct access to awareness, knowledge, and skills needed by school staffs and students?

5) How to match needs with resources?
   What is the most efficient way to fit needs with appropriate remedies?

6) How to facilitate "exchange mechanisms"?
   How will the resources, such as knowledge and skills, be delivered to those who have needs?

7) How to establish control?
   At what level? By whom? How?

8) How to get people to "buy into the system"?
   What are the benefits of collaboration?

9) How to involve and get the support of students?
   If it is important for students to support the program, how do you go about it?

10) How to involve parents/community?
How to get support and involvement of people needed to help make the program work?

11) How to decide who will be linker/facilitator?
Who will have the ultimate responsibility to make the program work?

12) How to deal with problems of "turf"?
How to avoid or solve disputes that are likely to arise over territoriality?

13) How to develop leadership from all sectors?
Who will develop support needed by the facilitator?

14) How to eliminate misconceptions?
How to overcome negative stereotypes that schools and the corporate world are likely to have about each other?

15) How to establish trust?
How to obtain the trust that is essential to collaboration?

16) How to sell mutuality?
How to assure collaborators that the program is equitable, that they are not giving too much with regard to benefits?

17) How to maintain relationships once started?
How to keep momentum that may be generated at the launching of the program?

18) How to institutionalize the process of collaboration?
How to make the partnership an integral part of school improvement efforts?

19) How to expand and maintain continuity?
How to prevent a project's "getting out of control" while it develops?

20) How to deal with time and extra load?
How to overcome the problem of busy people becoming even busier?

21) How to prevent burnout/boredom?
How to keep morale high among people who are essential to the program?

22) How to evaluate, measure effects, and give feedback?
How to assess process and products to terminate or improve the program?

23) How to establish a climate to promote public education-private sector partnerships to help meet the needs of LEAs in the SEDL region?

    What needs to be done to help Project WISE sites and other communities obtain more benefits from school-business collaboration?

G. DELIVERABLES

1. Final Report submitted November 29, 1985 (5 copies)
2. Models and Guidelines for School and Business Partnerships, Appendix 3.
3. Proceedings of Pilot Site Working Conferences, submitted November 29, 1985, Appendix 4.
4. Final Report Executive Summary, submitted November 29, 1985 (5 copies)

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Youngs, Bettie B. (1983, November). 18 reasons why leaders in business and education should work together. *DNASSP Bulletin*, *67* (466), 74-77.

I. APPENDICES

1. Project WISE List of Publications Searched for Information Regarding School and Business Collaboration
2. Project WISE School and Business Partnership Survey
3. Models and Guidelines for School and Business/Community Partnerships
4. Partnerships in Education: Proceedings of Pilot Site Working Conferences
5. Project WISE Dissemination

APPENDIX 1

Project WISE List of Publications Searched for Information Regarding School and Business Collaboration

Project WISE
List of Publications Searched for Information Regarding School and Business Collaboration

American Educational Research Journal
American Educational Research Association
1230 Seventeenth Street, N.W.
Washington, D.C. 20036

AUSTIN Magazine
P. O. Box 1967
Austin, TX 78767
478-9383

Behavioral Sciences Newsletter
Whitney Industrial Park
Whitney Road
Mahwah, NJ 07430
(201) 891-5757

Business Council for Effective Literacy
1221 Avenue of the Americas - 35th Floor
New York, NY 10020
(212) 512-2415/2412

Business Week
1221 Avenue of the Americas
New York, NY 10020
(Address changes to P. O. Box 430, Hightstown, NJ 08520)

Center for Creative Leadership Newsletter
5000 Laurinda Drive
P. O. Box P-1
Greensboro, NC 27402-9990

The Center for High School/College Articulation Newsletter
F. H. LaGuardia Community College of the City University
of New York
31-10 Thompson Avenue
Long Island City, NY 11101-9950
(718) 626-8740

Centergram
The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210
(614) 486-3655

Chronical of Higher Education

Civil Liberties Alert

CLASP
A publication of the Conference on Education
8001 Natural Bridge Road
St. Louis, MO 63121

Common Cause

Computer Decisions
10 Mulholland Drive
Hasbrouck Heights, NJ 07604
(201) 393-6000

Education Daily

Education Daily's Money Alert

Educational Technology: The Magazine for Managers of Change in Education

The Employee Involvement Report
Joe Williams Communications
P. O. Box 924
Bartlesville, OK 74005
(918) 336-2267

EXXON USA quarterly

Families as Educators Newsletter
American Educatrional Research Association Special Interest Group

Federal Grants and Contracts Weekly

Ford Foundation
(announcements and miscellaneous materials from time to time)
320 East 43 Street
New York, NY 10017

Forbes

Fortune

Forum
National Clearinghouse for Bilingual Education

Governor's (Texas) Office of Community Leadership
(announcements and miscellaneous materials from time to time)

Harvard Business Review

The Idea Bulletin
The National School Volunteer Program, Inc.
(See The Volunteer in Education)

INC.: The Magazine for Growing Companies

Industry Week

Issues and Observations
Center for Creative Leadership
5000 Laurinda Drive
P. O. Box P-1
Greensboro, NC 27402-1660

The Laser Beam
Project LASER
Region XIII
Education Service Center
Austin, Texas

National Assessment of Educational Progress
CN 6710
Princeton, NJ 08541-6710

National Council of States on Inservice Education
Announcements and news releases

Phi Delta Kappan
is received by SEDL, not routed, but filed in library.
David Williams also receives this and we can see his. He puts it on his magazine stand.
P. O. Box 789
Bloomington, IN 47402

Public/Private Ventures
Reports and Newsletter
399 Market Street
Philadelphia, PA 19106-2178
(215) 592-9099

SIGRU
"Special Interest Group on Research Utilization" Newsletter
R&D Center for Teacher Education
Education Annex 3.114
The University of Texas at Austin

Successful Meetings
Bill Communications, Inc.
633 Third Avenue
New York, NY 10017

Texas Business
5757 Alpha Road, Suite 400
Dallas, TX 75240

Texas Monthly

Texas School Business
Texas School Management
3355 Bee Cave Rd., Suite 404
Austin, TX 78746
(512) 327-3348

Texas School Volunteer Program Inc. Newsletter. quarterly $2.00

Time

Training and Development Journal
ASTD Headquarters Office
600 Maryland Avenue, S.W., Suite 305
Washington, D.C. 20024
(202) 484-2390

U. S. News & World Report
2400 N. Street, N.W.
Washington, DC 20037

The Volunteer in Education
The National School Volunteer Program, Inc.
Suite 320, 701 North Fairfax Street
Alexandria, Virginia 22314
(703) 836-4880

The Wall Street Journal

APPENDIX 2

Project WISE School and Business Partnership Survey

Project WISE
School and Business Partnership
Survey

NAME ____

Please check those areas listed below in which you have or would like to have school and business partnerships in your school(s).

SERVICES

Doing/ Have Done	Would Like To do		EXAMPLE
______	______	Staff development/inservice education.......	Use of computer; human resource development
______	______	Technical assistance/consultation...........	Facilities or management study
______	______	Career or economic information..............	Guest speakers in classroom or assembly
______	______	School volunteers............................	Tutoring; reading aloud
______	______	Job shadowing for teachers, other school staff................................	On-site observation of business employees at work
______	______	Other:	

MATERIAL AND FINANCIAL SUPPORT

______	______	Jobs for school staff.......................	After-school or summer employment
______	______	Money for mini-grants.......................	Encourage teacher and student excellence
______	______	Materials donations.........................	Computers, paper, magazines, etc.
______	______	Construction/renovation.....................	Playgrounds, science labs, faculty lounge, etc.
______	______	Training aids and equipment.................	Loan or gift of computer software, etc.
______	______	Other:	

INTANGIBLE NEEDS

Doing/ have done	Would like to do		Doing/ have done	Would like to do	
____	____	Raising morale of school staff	____	____	Supporting efforts of educators
____	____	Understanding of school system as it really is	____	____	Motivating students; improving their self-esteem
____	____	Services for children	____	____	Other:

PROGRAMS/PROJECTS

____	____	Adopt-A-School or Join-A-School Program	____	____	Community Resources Directory
____	____	School Drop-Out Prevention/ Assistance Program	____	____	Speakers' Bureau
____	____	Other:	____	____	Education Foundation to Meet Needs for "Extras"

LIST OTHER WAYS IN WHICH YOU WOULD LIKE BUSINESS INVOLVEMENT IN YOUR SCHOOLS:

PLEASE RANK IN ORDER OF IMPORTANCE TO YOU (1-4):

_____ Services _____ Materials/Financial Support _____ Intangible Needs _____ Programs/Projects

(Use back of page if necessary)

4/85

APPENDIX 3

Models and Guidelines for School and Business/Community Partnerships

PROJECT WISE
MODELS AND GUIDELINES
FOR
PARTNERSHIPS IN EDUCATION

Produced by
The Liaison Teams
of
Ways to Improve Schools and Education (WISE)
a project of the
Division of Family, School and Community Studies
at the
Southwest Educational Development Laboratory (SEDL)

November, 1985

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November 30, 1985

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I. INTRODUCTION

Purpose

The spark which initiates a school-community partnership can come from any sector of education or the community. A partnership's motivation, goals, structure, resources, and participants can vary greatly from one successful effort to another. But these collaborative efforts do have one theme in common, and that is to help improve the quality of the community's schools.

The "Models and Guidelines for Partnerships in Education" are intended to foster that theme, but do not propose any one best way to design, organize, and implement education-community partnerships. There is no one best way. Studies of school-community collaborative[1] efforts indicate that a great variety of local conditions make tailored partnerships necessary and desirable, not only for each school district, but for each school. We can, however, learn from the mistakes and successes of previous partnerships. For example, we have learned that just getting good school and community people together to improve education in their schools is not efficient. Some kind of structure, and a process for operating, are also necessary. Research-based operational models and guidelines can help collaborating groups work more efficiently and more effectively.

The "Models and Guidelines for Partnerships in Education" were developed by participants in the Southwest Educational Development Laboratory's Ways to Improve Schools and Education Project (WISE). The purpose of these models and guidelines is to provide school and community partners with (1) a context model for producing a nuturing environment, (2) a strategic model for analyzing resources necessary for meeting goals, and (3) guidelines for dealing with issues related to partnerships. The models and guidelines are operational rather than theoretical. That is, they demonstrate how to use findings of research rather than explain the relationship between research and practice.

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[1] The term "collaborative" is used here to describe a process involving schools and other organizations sharing responsibility and authority in joint efforts to reach a common goal of improving the quality of education to benefit the partners and the community at large.

The models and guidelines are also intended to encourage education-community partnerships by providing a rationale for, an indication of the benefits from relative to costs of, and examples, models and nuts-and-bolts guidelines for collaborative efforts. Although encouragement can come from nation-wide sources (as does the funding for Project WISE) and/or regional and state sources, the locus of the projects that Project WISE encourages is the local level. While in a larger sense the concern for the quality of education is national in scope, it appears that--as most Americans indicated in the 1985 Gallup Poll of Public Opinion about Public School Education in America--this national problem can best be solved at the local level.

Project WISE produced these models and guidelines from a base of information gathered by reviewing literature, interviewing participants in school-community partnerships, and establishing and working with Liaison Teams that are implementing partnerships at six sites. These sites are Little Rock, Arkansas; New Orleans, Louisiana; Jackson, Mississippi; Albuquerque, New Mexico, Oklahoma City, Oklahoma; and Austin Texas. Each Liaison Team is composed of representatives of the school district, a collaborating local business or chamber of commerce, other community organizations, the state education agency, a nearby college or university, and Project WISE. Working at their own sites and in three annual working conferences, Liaison Team members contributed invaluable information about their own experiences to the development of the models and guidelines.

The models and guidelines are composed of three primary inter-related products: (1) the Context Model for Education-Community Partnerships (29-33) designed to assist in developing an environment conducive to effective collaboration; (2) Guidelines (34-51) for dealing with issues that are likely to be encountered and for avoiding or solving problems that might arise; and (3) the Strategic Model (52-57), a tool to facilitate planning and implementation. The models and guidelines are essentially detailed tips from people who have been involved in implementing education-community partnerships.

In addition, the Models and Guidelines include a discussion of the costs and benefits of partnerships, examples of partnerships, a section on collaborative staff development, and a select annotated bibliography and a list of sources for more information.

Nothing here is meant to inhibit attempts to try something new in school-community collaborative efforts. On the contrary, because every community is unique (indeed, no two schools are identical), the models and guidelines are specific enough to help, but general enough to be adaptable. Partnerships themselves are flexible and receptive to innovation. This innovation may be shown in objectives, structure, process, membership, or other aspects. Discussions of whether local projects should reinvent the wheel may be rooted in different definitions of "wheel." Probably the wheel need not be reinvented, but instead can be fitted with a tire suitable to local terrain. These models and guidelines should help develop successful collaborative projects at the local level. Further, the exemplary programs discussed later are meant to demonstrate variety and stimulate creativity rather than to indicate homogeneity or urge imitation.

Background

Public schools in the United States are being asked to make major reforms in order to improve the quality of education. But the costs of many of these reforms are too expensive for the funds currently available to schools. In an era of declining enrollments, diminishing public confidence and fewer federal funds, schools are experiencing increasing costs. Many communities have refused to raise additional tax or bond money for school improvement. In effect, schools are being asked to do more with less.

Many school districts are nevertheless tapping community resources to upgrade the quality of the education they provide. These districts have formed partnerships with local business, industry, labor, higher education, and other organizations and agencies in order to use local resources more effectively. The private sector, too, has become more interested in assisting schools.

Collaboration between schools and the private sector is not new, but only recently has there been significant focus on school-private sector partnerships to improve the general quality of education. Most business contributions to schools have instead been somewhat piecemeal, in the nature of executives doing voluntary consulting work, funding other consultants and short-term programs for students, and most often, providing funds, advice, and course-related job experience for career and/or vocational education courses. That the bulk of the literature on school-business relationships discusses career and/or vocational education and the transition of youth from school to work more than any other topic reveals the emphasis that has been placed on collaborative efforts thus far.

Two trends in the U.S. economy have caused an increasing number of private sector leaders to broaden this perspective, to re-emphasize the importance of public education in the economic welfare of the nation. These trends are: (1) the change of the U. S. from an industrial state to one of information and technology, and (2) the development of a global economy in which the U. S. competes with other countries with strong economies. These trends indicate that human resources are more important than raw materials and capital in national productivity. Yet, perhaps because of its abundance, the U. S. labor force has not been tapped efficiently (Carnevale, 1982). The growing concern is that America is not developing its human resources as effectively as it might.

Much of the recent literature in education-private sector relations cite education and human resource development as a rationale for school-business collaboration at the national, local, and school levels. A Nation at Risk..., a report by the National Commission on Excellence in Education (1983) has a nationwide set of concerns and anticipated outcomes. Action for Excellence (June 1983), a report by the Education Commission of the States (ECS) Task Force on Education for Economic Growth, also has a rationale which is national in scope:

> There are few national efforts that can legitimately be called crucial to our national survival. Improving education in America (improving it sufficiently and improving it now) is such an effort. Our purpose is to reach

> as many citizens as possible and to persuade them to act. The facts on education and achievement in America have recently been gathered and presented by many different groups. What is needed now is to act on those facts.

The ECS agenda specifically calls for new relationships between schools and other groups, but the Task Force's emphasis is clearly upon education and private sector partnerships. The foreword to Action for Excellence summarizes this emphasis:

> **This report calls for new alliances among educators, school systems and many other groups in America to create a new ethic of excellence in public education.** We believe especially that businesses, in their role as employers, should be much more deeply involved in the process of setting goals for education in America and in helping our schools to reach those goals. And we believe that legislators, labor leaders, parents, and institutions of higher learning, among others, should be far more involved with the public schools than they are at present.

The literature of local school-business collaboration programs, such as The Community Investing in Tomorrow, about the District of Columbia Adopt-a-School Program (Prometheans, Inc., n.d.), stresses the development of local resources for the benefit of the entire community. And a study of school-business partnerships in 55 communities across the nation stressed "enlightened self interest" of local business leaders and educators. Here the corporate leaders are "convinced of the need to maximize return on dollars invested in public education," and educators, "Hard hit by reductions in federal support, and demographic changes in the taxpaying and student" populations "need to help to better manage shrinking resources and to organize new coalitions for public education" (Schilit & Lacey, 1982, p. 1).

This is not to say that private sector corporations or foundations are stepping in to fill the funding breach created with federal budget cuts in educational programs. Clearly, private sector philanthropy will not compensate for these billions of dollars (Council on Foundations, 1982). Rather than funds and/or other material resources, the most important contribution from the private sector, as well as other community organizations, may be their human resources. An increasing number of corporate and other community agencies are providing their staffs' time, energy, and expertise to develop the human resources of the schools' staffs as well as of the students. These school-community efforts are being carried out in a great variety of collaborative partnerships.

Considerable flexibility therefore is built into these models and guidelines. Both experience and research suggest that collaborative efforts work best when educational needs and private sector resources are broadly conceived and used with flexibility (Chmura, 1982).

II. COST AND BENEFITS

Education pays off; the cost of neglect is expensive. One study has estimated that "illiteracy costs our society over $12 billion per year--in lost production, in welfare, in prison costs, and in our social services" (American Association of School Administrators [AASA], 1984). Information gathered by Project WISE in its involvement in six projects and from reports from other projects across the U.S., makes clear that there are school-private sector collaborative efforts that are cost-effective. The costs of school-community partnerships are relatively small when compared with their benefits.

Depending on the nature of the project and other resources volunteered, the amount of funding varies from project to project. When considering how much funding might be necessary for a project, the observation of a Virginia high school principal with successful experience in education-private sector partnerships is a helpful reminder: there is a danger that if school-community partnerships are viewed exclusively in monetary terms, worthwhile projects might be rebuffed for economic reasons. Then truly valuable benefits would never be realized (Elliott, April 1983). (Other suggestions about funding are included in Guidelines, pages 34-51).

Although some benefits may take a year or more to be realized, in a well planned and implemented partnership, the morale and mutual understanding of the participants begin increasing almost immediately. Some of the immediate benefits have been shown in a report of a collaborative project involving schools and the Rexnord Corporation. Results, reported soon after the program began in 1976, included the following:

- Supervisors and teachers became supportive of each other's work.
- Teachers gained new resources for their classrooms and discovered the human aspects of business, as business people better understood the problems of education.
- The company developed links with an important element of the community and improved their public relations.

- Company employees gained new respect for teachers and students and also discovered the interdependency of business and education (Rexnord, 1983).

Other benefits--for students and schools, the community, business, labor and the nation--are shown below.

Students and School Benefits

Collaborative community efforts can bring important resources to students and schools--additional expertise, material, equipment, and human resources--that might otherwise not be available to meet their needs. If effectively conceived, planned, and implemented, education-community partnerships can be expected to provide the following benefits:

- Increased literacy and competence.
- Deeper understanding of how basic skills are used in business.
- Students and teachers more challenged by new ideas.
- Increased understanding about careers in business and other community organizations.
- Better understanding and appreciation of relationships between school and total lifestyle patterns.
- Improved attitudes toward work as a valuable part of society.
- Increased motivation to learn subject matter taught in schools.
- Better understanding of the interdependence of occupations.
- More diversified opportunities for career exploration.
- Better informed consumers.
- Improved teacher morale.
- More efficient school operations through increasing use of business management techniques.
- Increased awareness among educators of the business point of view on many issues.
- More clear understanding in the community of student and school problems and needs.

Community Benefits

People who do not have basic academic skills cannot participate fully in society. One study estimates that citizens without adequate basic skills earn $4,000 less per year than their counterparts who have those skills. Functional illiteracy may be responsible for as much as $6.7 billion in social programs and $6 billion in lost production each year (AASA, 1984).

Local Chambers of Commerce have found that a strong public school system is one of the greatest assets in recruiting new businesses to settle in their communities. The educational system is one of the key factors in any company's decision to relocate (AASA, 1984). A community perceived as having inadequate schools is less attractive to businesses and may suffer from a diminishing tax base.

Other benefits of school-private sector partnerships to the community include:

- Increased awareness of school problems and successes.
- Better informed and educated citizens.
- Increased support for the school system.
- Schools which are more responsive to community needs.
- Increased cooperation among community leaders.
- Strengthened community stability.
- Increased community tax base.
- Enhanced quality of life in the community.

Business Benefits

The partnership that a business establishes with the schools is an investment that can provide the private sector with great returns. Sometimes some business firms consider their work with schools as one means of discharging a community, public service responsibility (NSPRA, 1980, p. 9). Other benefits to the company and its employees include these:

- Increased equal employment opportunities.

- Educators and students who are more informed about public policy decisions affecting business.
- Decline in on-the-job training needs.
- Improved employee morale as companies become involved in meeting school needs.
- Better organized and more visible volunteer efforts among employees.
- Increased influence among corporations on how their taxes are used to support better schools.
- Increased understanding of business projects, services, and policies.
- Enhanced company image.
- A better educated and qualified workforce, needed in an information/technological economy, becomes increasingly available.

Labor Union Benefits

Organized labor is concerned about community welfare as well as that of its own members. Labor unions are concerned about the image of labor that young people get through the mass media and their schooling. According to one report on work, fewer than one character in 10 on television is a blue-collar worker, and these few are usually portrayed with undesirable social traits (NSPRA, 1980). The literature indicates that collaborative relationships among labor, education agencies, and the corporate world enhances the public image of unions, and promotes a better match with regard to preparation for present and future jobs (National Association of Manufacturers, 1982). Other benefits of school-community partnerships include the following:

- Enhanced links between labor and community colleges and higher education adult education programs.
- Increased quality and quantity of apprenticeship programs.
- Enhanced technical and scientific literacy of the workforce.
- Decreasing unemployment as more jobs are opened for union members and potential members.

- A better understanding in the community, especially among young people, of the role of unions in collective bargaining, facilitating access to jobs, and providing healthier working conditions.

National Benefits

The benefits of education-private sector collaboration accrue to the nation as well as to students, schools, community, businesses, and labor unions. Clearly, as the elements of society benefit, the nation as a whole benefits as well. But there are more specific ways in which the nation's interests are served. As students become better informed about interrelationships among the pieces of society, they grow into better informed adult citizens more capable of making decisions about issues for which they will have increasing responsibility. Well informed, educated citizens foster the production of reliable goods and services which contribute to local, state, community, and national economies. The Brookings Institution credits education as being the primary factor in the economic growth of the United States in the last 50 years (Education Daily, August 27, 1984). Further:

- A healthier national economy contributes significantly to the success of the United States in the increasingly interrelated international economy.

- The national defense is enhanced, as the U. S. population becomes not only more literate, but more literate in science, mathematics, and technology, which helps prepare a defense force that can develop and operate increasingly complex weapons systems.

The most important benefits to the nation, however, are probably incalculable ones, in the expanded abilities and horizons of individuals who can achieve a sense of self worth and an ability to interract positively with each other.

III. EXAMPLES OF PARTNERSHIPS IN EDUCATION

It is difficult to capture the breadth and excitement of education-private sector cooperation to improve schooling. It is relatively easier to see the depth in individual community programs in which concerned and capable people of different job roles and sectors are working together to resolve issues and improve children's futures by improving schooling and education.

The possibilities of kinds of partners and resulting products are virtually unlimited or are limited only by lack of imagination or creativity.

It might be said that school and business/community partnerships make "strange bedfellows." But the object of these partnerships is to meet a school need, and many ways have been found to accomplish that. This discussion of examples of collaborative arrangements and efforts should illustrate the great range of partnership possibilities and may suggest some ideas for adaptations in other communities.

Various typologies may be helpful in suggesting general areas of collaboration. The National School Public Relations Association (1980) has listed four kinds of business-industry involvement that are under way throughout the country:

- **Collaborative activities that directly or indirectly involve students,** usually in career preparation or awareness programs or in economic or citizenship education. Examples include work-study arrangements, Junior Achievement, internships and Adopt-A-School programs.

- **Cooperative efforts to aid schools or school districts that don't involve students.** Examples include management studies, staff development, budget preparation assistance and long-range planning.

- **Involvement by individuals from business and industry** as members of boards, committees, task forces or advisory groups at the local, regional~~,~~ state and national levels. Business representation on such bodies often is required by law.

- **Education-related activities by business or industry without the cooperation of local schools or school districts,** although individual educators may be involved. Examples include corporate training programs, tuition aid plans for employees and so-called "corporate freebies"--instructional aid materials that range in value from the very useful to industrial propaganda.

The purpose of partnerships is to help students learn, so another way of looking at types of collaborative efforts is to consider how the students receive assistance (Boyer, 1983):

- Provide needy students with opportunities to learn.
- Improve students' self concept
- Enrich learning for gifted and talented students.
- Assist students in making a school-to-work transition
- Helping teachers

Collaborative efforts may also be typed according to scale of territory, or the number of agencies or span of time involved. It is important to keep in mind that a partnershp does not have to be big to be successful. **Any size partnership can be successful in helping to meet school needs.**

The following examples of school-business/community partnerships are organized according to size of the effort, i.e. the number of partners, students, schools, and time span involved in the effort, with the smaller scale first and increasing in scale to state-wide in scope.

- Walter Boyd, an attorney, runs a one-person program of talks, mock trials, and student incentive contests in Houston schools.
- A staff member of an insurance firm in Austin, Texas taught a computer class to elementary students each afternoon after school for five weeks.
- In Dothan, Alabama, volunteers can work in any of seven schools to help children with homework, reading, arithmetic, language, and "basic life styles."
- ~~Children's~~ Hospital in Jacksonville, Florida, a partner with Love Grove Elementary School, displays student art and arranged for a graduation ceremony for fifth graders.
- The Regional Transit Authority in New Orleans is providing students in John F. Kennedy High School with the opportunity and necessary computers and training to revise the city's transportation routes to

provide public bus service to the school, a service that has not been available.

- Many partnerships are reciprocal, wherein the school provides something to their partner. The Jackson Elementary School and Pepsi Cola in the Jackson, Mississippi Adopt-a-School Program is one such partnership. The company provides motivational awards such as Pepsi Cola products and T-shirts. In return, the students invite the company's employees to school events and lunch, display art and projects in the Pepsi building, and give certificates of appreciation at the annual spaghetti supper sponsored by the adopter.

- Audubon Montessori Elementary School in New Orleans collaborates with the D. H. Holmes Department Stores to provide a wider array of learning experiences and incentives for its students and activities for its teachers. The school insists on raising its own funds to be matched by the stores.

- The owner of Dairy Queens in Oklahoma City provides incentive awards of his products to students who earn them in a district-wide reading program. The program started in one school but was in every city school by 1984.

- The "Youth Motivation Task Force" in Akron, Ohio brings educators and members of the National Alliance of Business and the local Private Industry Council together to plan and implement ways of improving young people's motivation and attitude about work.

- The "Partners in Education" program of the Greater Cincinnati Chamber of Commerce has many partnership projects, including one in which Childrens' Hospital Research Foundation scientists worked with Rockdale Elementary teachers to design curricula integrating the facilities of the hospital and local zoo into lesson plans.

- IBM assigns employees, such as a computer systems analyst, to work one year at company expense in a public high school.

- Local companies in Philadelphia collaborate with public schools there to operate a replicable program that moves simulated work places into four high schools. Each year 550 disadvantaged, potential dropouts are taught skills in electrical and automotive repair and business office work linked to academic skills.

- In the Fairfax County, Virginia Public Schools, a nonprofit education foundation, established by a group of local business leaders, raised more than $660,000 in funds and equipment for the schools in 1984.

- In "The Partners Project," members of the Jaycee Chapter at the Wrightsville Unit of the Arkansas Department of Correction were trained by business/community volunteers and the Little Rock school district's Reading Department staff to construct learning aids for use by elementary reading students. Over 100 Jaycee inmates spent almost 1,000 hours producing hundreds of reading aids during the 1983-84 school year.

- The Jackson, Mississippi Adopt-a-School Program and Project WISE held the First Mississippi Annual Adopt-a-School Seminar, with workshops and general sessions on how to implement partnerships. Approximately 250 people representing school districts around the state attended.

- Austin, Texas area businesses, including Texas Instruments, IBM, and Tracor, as well as Texas A&M University, assisted local school staff in planning and developing the Austin Science Academy, which opened in August 1985 with 200 students. Texas Instruments also provided training for 10 teachers and the principal of the magnet school, which is located within the LBJ High School.

- At Valley High School in Albuquerque, local businesses collaborate with the school district in the "Side-by-Side Partnership Program." This provides students with severe learning disabilities school-to-work opportunities. Employers have found that these students are above average in dependability and do jobs that other young people are reluctant to do.

- The Jackson, Mississippi Adopt-a-School Program includes several student incentive projects. One of these is the "Key Bucks Program" that awards "bucks" (coupons) to elementary students and their parents. Students earn bucks for attendance, work habits/behavior, and academic achievement. Parents earn bucks for schoolwide scheduled conferences with a teacher and for attending P.T.A. meetings. Students can redeem their bucks at the end of each six week term at a "store" and/or auction or save them for a final big store with more expensive items at the end of the year. Merchandise is purchased with funds from a local television station and alumium can sales.

- In Austin, Texas collaborative efforts are under way to decrease the number of drop-outs from the city schools. A task force, sponsored by the local chamber of commerce, and composed of educators, business leaders, and heads of local organizations, has studied and reported on the drop-out problem and recommended potential remedies. The Austin office of IBM has adopted the school district's "Alternative Education Program" and is collaborating with the "Drop-out Program" to decrease the number of students leaving school before they are graduated.

- In Atlanta, the executive director of the Atlanta Partnership spent one year formulating plans with business executives, college presidents, community organizations, and political leaders before asking them for a commitment to cooperate in a coalition to improve public schools. The coalition provides funding and expertise and other human resources to improve public education in Atlanta.

- In 1984 two school and business/community collaborative projects in Little Rock, Arkansas won National School Volunteer Program awards. In one project, the Pulaski County Literacy Council paired volunteers, trained in the Laubach method of teaching reading, with a group of junior high students whose reading skills were below grade level. During one semester 15 volunteers spent two hours weekly tutoring the students individually. The project was awarded second place in the National School Volunteer Program's annual national awards. First place was won by the "Young Authors Creative Writing Program," which complemented and extended the elementary language arts curriculum in Little Rock public schools. The program provides elementary students with opportunities to acquire an enthusiasm for writing while developing both creative and analytical writing and thinking skills. The project is implemented by volunteers in elementary classrooms.

- The Junior League of Oklahoma City is in the first year of a three-year partnership with their city's Adopt-A-School Program. The League has sponsored a dinner for over 200 potential adopters and, with Project WISE, a conference for school and business partners and potential partners on how to implement partnerships. The Junior League has also committed 10 of their members to assist the Adopt-a-School Program as coordinators between the schools and business partners.

- The Superintendent of the Washington, D. C. schools has enlisted the substantial help of several hundred area businesses. Career training programs under corporate sponsorship are offered at five city high schools. General motors, IBM, and the Potomac Electric Power Company co-sponsor an engineering program. Local banks sponsor a program in business and finance. George Washington University sponsors a health science program.

- The Business Task Force on Education, founded by a group of New Orleans business executives in 1978, has "adopted" the New Orleans School Board, provided management training for administrators in the district, conducted a successful campaign to get voter support in passing a tax to provide funds for almost $100 million in new construction and renovation for school facilities, studied the nature and scope of the problems underlying the lack of student achievement, and formulated an Academic Excellence Program as a guide for the school board.

- The "Career Guidance Institute" program (CGI) operates throughout the Albuquerque Public School District to decrease unemployment and underemployment in the city. Operating with a grant from the Edna McConnell Clark Foundation, the private and educational sectors collaborated to assess needs, set objectives, and form an advisory council to implement the program. From its Albuquerque Chamber of

Commerce offices, CGI involves the private sector, students, and school staff in more than 50 work and learning projects, including Join-a-School (an expanded version of their earlier Adopt-a-School), summer employment for students and staff, vocational and pre-vocational courses, employer-teacher exchanges, Shadow Days, and use of computer information systems.

- The "Forming the Future" program was endorsed by the Austin School Board in 1981 and directed by a school district administrator and a private sector representative. The Forming the Future Council was composed of 500 citizens "from all walks of life." During the next year more than 14,000 Austin citizens participated in its six major committees (Education, Physical Plant, Finance, Personnel, Community Relations, and Analysis), 35 subcommittees and numerous task forces, or provided input through a community survey. The Forming the Future Report, issued in 1982, has provided an information base for school and city policies and practices ever since. One direct result of the report is the Austin Adopt-a-School Program.

- The "Boston Compact" is a long-term effort to improve the quality of all the city's high schools. It is an agreement between the public schools, the business community, and local colleges and universities. The school district agreed to improve attendance rates, reduce drop-out rates, increase student competence in reading and math, and improve college and job placement rates. The businesses agreed to give hiring priority to Boston students upon their graduation. The higher education agencies agreed to enroll 25% more of the public school graduates. The schools, businesses, and colleges work together to improve public education. The colleges, universities, and businesses contribute human and tangible resources to the improvement effort.

- Shell Oil in Houston provides 13 scientists every week to a public high school where they provide gifted students an expansion on what their mathematics, science, and computer teachers offer.

- Tenneco in Houston provides 45 volunteers every week to an inner city minority high school where they tutor students and help them in special projects. One hundred summer jobs for students are also provided.

- In the state of New York, 23 industrial education councils serve 70 percent of the state's population. Some have operated 10 years and others only a few months. The councils include career awareness workshops for teachers, guides to student employment, and business-education teams to assess business training needs of teachers and students.

- The Oklahoma Governor, State Superintendent of Public Instruction, Chancellor of Higher Education, and Director of Vocational-Technical Education have launched an "Oklahoma Loves Learning" campaign with brochures and highway billboards with messages to (1) enhance the image of education, (2) enhance the morale of educators and students and their parents, (3) increase citizens' interest in education as it relates to the future, and (4) enhance the idea of partnerships between business, government, and education. The 3-M Company is donating art work and production and reducing the rental price of the billboards.

- The Louisiana State Department of Education is developing a computer file to include information from all school and business partnerships in the state and establish a state-wide network. The file contains information about funding sources and talent banks, as well as a description of each project and how to get more information. A linking agent for the project has been designated in each higher education agency in the state. Every principal in the state is being contacted.
- The Mississippi Department of Education is establishing Business/Industry/Education Councils throughout the state and has published "A Partnership for Mississippi's Future: Handbook for Business/Industry/Education Partnerships." The focus of the project is the development of community, regional, and state level mechanisms to serve as the connecting link between work and the classroom.

For more examples of partnerships and contacts The Partnerships in Education Directory (June 1984) contains 189 pages of brief descriptions of thousands of partnerships and includes names, addresses, and telephone numbers of contact persons. The Directory is a product of the Partnerships in Education Data Base (PDN) prepared by Partnerships Data Net Inc. in conjunction with the White House Office of Private Sector Initiatives. As of this writing, the address of PDN is 1015 18th Street, N.W., Washington, D. C. 20036, and the telephone number is (202) 293-8280.

IV. A FOCUS ON SCHOOL, BUSINESS, AND COMMUNITY COLLABORATIVE STAFF DEVELOPMENT

> Neither business nor schools have realized fully that company training programs constitute a resource that schools could put to good use in staff development (Jackson, July, 1983).

In the emerging Information Age a major challenge, perhaps the most formidable challenge (Naisbitt, 1982) is to keep human resources abreast of technological advances. This transfer of technical knowledge as crucial as it is, is not the only important resource that can come through school and business collaborative staff development. The affective needs of human resources must be attended also. As Naisbitt has said, "Whenever new technology is introduced into society, there must be a counter balancing human response--that is, high-touch--or the technology is rejected." (1982). In their search for excellence as part of what could be learned from "America's best run companies," Peters and Waterman reported in *In search of Excellence* (1982), that the success of 60 of the most profitable businesses was related to how they treated their employees. Treat people "as partners, treat them with respect. Treat them--not capital spending and automation--as the primary source of productivity gains."

Not all school administrators need lessons in humanizing their workplace. There are schools that are excellent places for developing human resources, both staff and students. There is much that could be learned in a book of "Lessons for America's Best Run Schools." But one of the characteristics of an effective school is that its staff is continually trying to develop. So even the best run schools may learn lessons from successful businesses on improving the quality of life in the work place in order to increase productivity.

This section of the "Project WISE Models and Guidelines for Partnerships in Education" discusses the intersection of the human and the technological, how human resource development and organizational development concepts relate to each other, and how they can be applied effectively to staff development that enhances collaboration efforts.

Staff development for teachers, principals, and other school staff has always been important to school improvement (McLaughlin & Marsh, 1978).

Such staff development is even more important now when schools and society need to make the most effective use of available resources, especially human resources.

Improvements in education generally focus on the concepts of "quality education" and/or "effective schools." The following definition and discussion are offered as a basis for discussing these concepts:

> *Quality education* is the outcome of effective schools and includes a range of experiences that (1) focus on learner academic achievement, (2) employ a variety of teaching methods, (3) promote learning on the part of all students, (4) take into account individual differences, (5) produce learner competencies in terms of measurable knowledge and skill outcomes, and (6) develop positive student behavior in and out of the classroom.

The *effective schools* concept is complex and produces considerable disagreement among educators who discuss it. There does seem to be consensus, however, on some assumptions regarding effective schools (Westbrook, 1982, pp. 7-10):

(1) Effectiveness is on the same qualitative continuum which includes ineffectiveness.

(2) The factors which make a school effective are common to all schools. Effectiveness depends upon the nature of the factors and how they are implemented. These factors are:

  Attitudes
  Community Involvement
  Facilities
  Goals
  Instruction
  Leadership Roles
  Parent Involvement
  Skills
  Staff
  Students
  Other factors

(3) Effective and less effective schools both have "central actors." These include:

  School staff
  Students
  Parents
  Community
  Facilities

(4) Effective schools research has been primarily descriptive and does not determine cause and effect.

Some of the effective schools research focuses on equal educational opportunity for disadvantaged children. Several of these studies indicate that integrated schools with supportive teaching-learning conditions tend to have several positive results with regard to racial attitudes and self-concept and that *academic achievement rises for the minority children, and relatively advantaged majority children continue to learn at the same or higher rate* (Weinberg, 1977a, 1977b; Edmonds, 1979; Epps, 1979). As Kirk and Good noted (1975), the conditions--identified in studies reviewed by themselves, Katz (1964), St. John (1970) and others--are not unique to success for minority students in a desegregated setting, but that "they are vitally important to academic success for anyone in any educational setting."

In general, the same characteristics which correlate with effective schools also correlate with integrated schools. It seems that these characteristics--high expectations, success begetting success, positive behavior management and environment, cooperative staffs, and a strong leader who has a definite goal or plan and communicates well with staff and consumers (e.g., students, parents, community)--also correlate to corporate effectiveness. These characteristics are comparable to Peters and Waterman's findings reported in *In Search of Excellence*. And, as in much of the effective schools literature, the authors do not discuss **how** a company can develop the attitudes, skills, knowledge, and conditions needed for excellence.

There has been during the past decade and a half, however, considerable progress in human and organizational development which indicates that much is known about the conditions which correlate with effectiveness and how to develop both the cognitive and affective domains necessary for these conditions. Much of this expertise is embodied within the related concepts of *andragogy* and *human resource development (HRD).* As practiced in the public and private sectors, *androgogy*, the art and science of teaching adults (Knowles, 1980, pp. 40-42), is based increasingly on assumptions of respect for individuals and their capacity for professional growth. Other andragogical assumptions which have strong implications for inservice education and other adult educational practices, are that as individuals mature (Knowles, 1980, pp. 43-45):

1. their self-concept moves from one of being a dependent personality to one of being self-directed;
2. their reservoir of experience becomes an increasingly rich resource for further learning;
3. they attach more meaning to those learnings they gain from experience than to those they acquire passively;
4. their time perspective changes from one of postponed application, and their orientation towards learning shifts from one of subject-centeredness to one of performance-centeredness.

Many American businesses have adopted these assumptions for developing human resources. In an era of increasing competition from abroad and of an economy shifting from an industrial base to one of service and information processing, **the most important resources are no longer natural resources or even capital, but human resources** (Dahl and Morgan, 1983, p. 3).

There is a widely held and spreading belief that many corporations are providing high quality and cost-effective HRD inservice education for their employees. Some educators believe that the corporate sector has exceeded the education sector in the recognition of how learning is instrumental to economic and organization productivity. Herman Niebuhr, Jr., Vice President of Temple University, has said that business successes in this area display "evidence of educational innovation, both substantive and methodological, far beyond the models and innovations of higher education," and have made corporate educational enterprises competitive with public education (1982). There is evidence to support Scobel's (1980) assessment of the progress in HRD in the last two decades:

> HRD has probably learned more about learning and the potential for high-level development than evidenced in either the applied educational or academic research arenas. HRD has come of age. It trains well. It educates well. It develops well.

Funds and other tangible resources are important for education, but human resource development is the most important way that the private sector can assist school staffs in becoming more effective. And if staff development is to improve the productivity of the system, it is likely that the several parts of the system will need inservice. Administrators and all others of the district and school staffs have important parts to play in establishing and maintaining a climate for teaching and learning. It would seem that human resources are as critical to educational effectiveness as they are to business productivity.

Not all school inservice training is of poor quality nor is all corporate training appropriate for schools. Rather, the suggestion is that one of the ways in which business and industry have profited from public education is by borrowing those staff development practices and research which could be adapted as part of corporate staff training. And, in turn, corporate inservice practices and research have elements which can be used to benefit schools. This seems particularly appropriate during a period in which business and industry have relatively more resources for staff development than do schools (Wise, 1981).

By far, most of the private sector's contributions to education have gone to, and continue to go to, universities and colleges. Most business contributions to K-12 schools have been in the nature of executives doing voluntary consulting work. funding other consultants and short-term programs for students, and most often, providing funds, advice, and course-related job experience for career and/or vocational education courses. A literature search for school-business relationships identifies more sources on career and vocational education and the transition of youth from school to workplace than other topics. The literature includes little information on adopting business training practices for use with school staffs except with regard to career and vocational training, and, it is important to note, this adoption has been successful in those programs.

Awareness that schools can learn from business on a broader basis is growing. "Partnerships with business could help the inservice problem," said the executive director of the National Association of Elementary School Principals (Sava, 1984). There is excellent potential if both parties will "sit down, identify individual needs, and decide what type of partnership is needed."

Some school and business/community partners have realized the potential of collaborative efforts to develop school staff to better prepare them to meet students' needs for the future. Some of these efforts are briefly described below. These examples are arranged more or less according to scale, smaller projects first, then intermediate and larger scale efforts. But it should be kept in mind that size is not a factor which predicts success. Development of one teacher or one principal is important, whether this development occurs as the result of a partnership involving one school or every school in a state. These examples are offered in order to suggest a broad range of possibilities. And it should be noted that the partners providing school staff with awareness, knowledge, and skills, are not all businesses. Hospitals, museums, colleges, and governmental and other agencies may have much to contribute toward meeting school and student needs.

Small Scale

- The "Technical Education Institute" is a computer programming project in the Chicago public schools designed to augment newly created computer programs for 100 students in grades five through eight. Its primary objective is to familiarize students with computers and to teach them basic programming. The Institute includes teacher inservice on the use of computers as well as direct student instruction. Students work on computers, learn programming, and make visits to computer sites. The Institute requires the services of one staff instructor once a week for three hours.

- Ford Foundation "Math Collaboratives" exist in five cities around the United States to offer 50-100 teachers in inner-city schools the opportunity to meet and work with mathematics professionals in higher education and business. The collaboratives operate in Philadelphia, San Francisco, Minneapolis, Los Angeles, and Cleveland. Activities at each site vary, but include developing new classroom materials, participating in intensive summer institutes, and helping students relate mathematics to the world of work.

- The Monsanto-Kirkwood High School/Soldan High School Partnership in St. Louis, Missouri, provides teachers and students with enrichment in chemistry at the secondary school level and combines an inner-city school with a suburban school.

- Teachers, principals, and other staff in Albuquerque, New Mexico, have the opportunity to work during summers with nearby businesses such as the New Mexico Public Utility or the Sandia Labs, to increase their skills in a variety of areas. Companies involved pay the educators' salaries during their stay. The American

Council of Life Insurance suggests that its members offer such staff development activities as
- tours of company sites
- workshops on business techniques for career education teachers
- policy development seminars on insurance-related curriculum issues such as financial planning and health
- summer seminars on business techniques
- internship and summer employment opportunities
- personal financial planning seminars
- career change guidance
- seminars on communication skills, data processing, budget preparation, and accounting
- workshops on management, personnel, public relations, advertising, marketing, investing, and insurance.

- The Austin, Texas chapter of the American Society for Training and Development (ASTD), provides training to the staff development and other personnel in the Austin schools in personnel management, oral presentations, interpersonal relations, and other topics. District media staff videotape presentations for use with other educators.

- Valley High School in Albuquerque, New Mexico has a model program partially funded by Honeywell Corporation to train staff in the use of quality circles as a method of participative management.

Intermediate Scale

- The "Spice Summer Program of Internships for Companies and Educators" is sponsored by the Industry Education Council for California to provide educators with technical training in math, science, and computer courses. Businesses are matched with teachers or counselors over 5-10 week periods during the summer to work on specific projects.

- Cincinnati Bell has provided that city's Bloom Junior High School with two systems analysts who advised on the purchase of new school computers and software.

- General Motors has supplied a management training expert to Washington, D.C. schools to conduct a team-building workshop for key personnel.

- Digital Equipment Corporation has designed a three-day training course in computer technology for top administrators in the Washington, D.C. schools.

- Chase Manhattan Bank of New York has contributed $430,000 to train high school principals to become better educational leaders.

- The Danforth Foundation sponsors a "Metropolitan Human Resource Development Program" in the Atlanta schools to bring the education and business communities together in what is now called the Atlanta Partnership.

- The "Work/Education Fellowship Program" is funded by the Ford Foundation as a staff development program to help school-based and other instructional staff members increase their abilities to prepare students for the transition from school to work.

- The Honeywell Corporation provides math and science teachers from 11 Minneapolis-St. Paul area high schools the opportunity to participate in annual summer teacher academies. Teachers attend lectures by Honeywell scientists, observe how math and science are used at high tech companies, and develop classroom projects based on what they learn. Ultimately, the project is expected to enhance students' classroom experience by exposing their teachers to the world of corporate technology.

- In Chicago, nearly 3,000 teachers in two pilot districts have received eight hours of training to give career education to their students. Businesses have assigned 70 career education coordinators to the effort and have established 15 career development centers. Activities at the centers include such things as airport personnel dealing with air transportation careers and Holiday Inn employees teaching motel operations.

- Leadership academies are available for Albuquerque, New Mexico principals to obtain training tailored to their needs. Programs are sponsored by local businesses and are generally held on weekends.

Large Scale

- "State Education Policy Seminars," sponsored by the Education Commission of the States and The Institute for Educational Leadership, are a nation-wide network of seminars for state educational and political leaders to explore key policy issues. A number of nation-wide foundations, and trusts as well as local universities and businesses fund the seminars.

- IBM Corporation is lending nearly 100 of its employees as teachers in high schools, universities, and community colleges in 28 states, the District of Columbia, and Puerto Rico. These temporary faculty are spending a year teaching, leading seminars, and working with school administrators at institutions which serve minority and disadvantaged youth. Most topics deal with business administration, computer science, and math.

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- The Renewal Center in Pittsburgh is a fully operating high school which has also been transformed into a laboratory for high school teachers to renew their own skills. Groups of 50 teachers attend classes full time at the center for eight weeks while replacement teachers handle their classes. Specially trained district teachers serve as resident teachers at the Center, teaching their colleagues the latest research-related information about instructional skills, adolescent development, and academic content. "Students" engage in special projects, serve as interns in the community, or learn new skills such as computer programming. The Center is funded by the Board of Education and the Ford Foundation.

These examples of staff development efforts involve two processes: inservice education and collaboration between a school and one or more other agencies. Both processes lead to more positive results when conducted according to appropriate models and guidelines. Project WISE provides models and guidelines for partnerships in education in this publication. The project from which WISE grew has produced the 114-page _A Handbook for Inservice Education: Guidelines for Training Multicultural Education and Desegregation_. This _Handbook_ provides research- and experience-based models and guidelines and is recommended as a guide for effective inservice training. Some general assumptions about staff development included in the _Handbook_ are also inherent in the "Project WISE Models and Guidelines for Partnerships in Education." These assumptions are:

- Even schools that are functioning effectively in many ways can make improvements.
- School staffs are professionally concerned about education and want to improve their practices.
- Significant improvements in the quality of education requires not only a total school effort, but assistance from the community as well.
- School staffs have the capability to improve; however, resources, space, and especially time must be arranged so that the total school staff can participate in improvement activities.
- Teachers, administrators, and other school and district staff already possess important expertise, much of which may be useful to business.

- Professional improvement is an individual, long-term, developmental process, wherein staff members fit innovative concepts to their own concerns, styles, and situations.

Furthermore, the models and guidelines are based on an assumption that membership on inservice planning teams should reflect community collaboration, including racial/ethnic groups and job roles. Collaboration is the operative principle here, the basis not only for the partnerships that these models and guidelines support, but also for the critical processes that engender and continue them. Following is a discussion of a Context Model representing conditions that must exist in the community--whether a large or small community--involved in the collaborative effort. Following the Context Model is a discussion of issues that usually must be dealt with in order to achieve the community context most conducive to successful partnerships. Along with these issues are guidelines for resolving them.

V. WISE CONTEXT MODEL FOR EDUCATION-COMMUNITY PARTNERSHIPS

Every collaboration is an innovation. Regardless of the experience participants have had with each other or in similar circumstances, the creation of any particular constellation of actors and purposes engages everyone in something new, in change.

Research on the implementation of innovations[2] indicates two major conclusions: one, that change is a complex interplay of four elements, and two, that the people involved in change do not remain static during the experience, but move through several stages of concern about the innovation in which they are participating. The elements of change which researchers have noted are that change is clearly a process rather than an event; that it is made by individuals first, then institutions; that it is a highly personal experience for those involved; and that it entails developmental growth in the feelings and skills of participants. Thus, research indicates, the implementation of new ideas or projects, such as collaborative arrangements, must be tailored to the people involved rather than to the innovation itself. Unless the concerns of the people are acknowledged and their energy harnessed, the innovation more than likely will fail.

Not surprisingly, the first reaction participants in an innovation have, once they have complete information about it, is, "How will it affect me?" This early stage of concern will, when answered in a way that assures benefit, eventually develop into stages less concerned with the self and more towards others. These stages include a concern about managing time and materials related to the innovation; comprehending the consequences of the change on the people it will affect; relating what is happening to others interested in the same thing; and finally, looking at ways to improve the innovation, to make it work even better. At every stage, however, the individual is still at the center of the concern; only the person's perspective enlarges to a broader context. Clearly, then, people are the most important element in any change process and are the focus of the context in which collaborative arrangements not only take place, but, more importantly, succeed.

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[2] The Research and Development Center for Teacher Education at The University of Texas at Austin has conducted extensive research in this field. This led to the development of the Concerns-Based Adoption Model (CBAM), on which this discussion is based. An extensive bibliography on the subject is available from the CBAM Project, R&D Center for Teacher Education, The University of Texas, Austin, Texas, 78712. For the initial article describing CBAM and the stages of concern discussed here, see Gene E. Hall and Susan Loucks, "Teacher Concerns as a Basis for Facilitating and Personalizing Staff Development," Teachers College Record, V. 80, No. 1 (September, 1978), 36-53.

Awareness of the importance of the human dimension is only the first step, however. There are four essential elements which make up a context conducive to successful collaboration.[3] In each of these, the personal stage of concern comes into play. Each element should be considered by potential collaborators before they act, and must be securely in place to increase the opportunity for success. Often, failures in collaborative arrangements occur after participants have agreed to take part, when follow-through and maintenance should occur but do not. These failures occur because, unless participants understand the entire context of the project, and unless they are comfortable with it, they cannot know with certainty where it will lead or if it is worth their time and effort; they can agree in principle but not in action.

The four conditions which form the context for successful collaboration are:

1. shared or overlapping goals;
2. community resources to meet school needs;
3. a mechanism for the exchange and application of the resources; and
4. feedback about results to the partners involved in the collaboration.

Each of these is discussed below.

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[3] This Context Model is based on a presentation by Dr. Reuben McDaniel to the Project WISE Working Conference to develop models and guidelines for school-business collaboration (Austin, Texas, October 11-12, 1983).

1. Shared or Overlapping Goals

Shared or overlapping goals are the impelling force for all parties involved in a collaboration. Unless they can be determined by answering such questions as "What do I want to achieve that you can convince me I can achieve better by working with you?" and "What goals do you share with my goals that will make this collaboration sensible, productive, and profitable to all of us?" it will not be possible to get beyond the personal questions of the early stage of concern in an innovation, questions like "How will this affect me?" and "Why should we collaborate at all?" The key to this condition is the existence of mutually beneficial goals which will drive participants toward a joint effort.

2. Resources to Link Schools and Their Community Partners

In order to fulfill shared or overlapping goals, parties in a collaboration must have access to resources which are useful to one or more of the participants. These resources need not be simply materials, but may also be information, expertise, time, equipment, money, or anything else which one participant has and is willing to share and is of use to another in the collaboration. Choosing what resources are considered excessive or expendable is a crucial aspect of this condition. People will react far more favorably when they feel they have access to something valuable rather than of no value to the donor. The key to this condition is access to resources which are perceived as useful and can fulfill a need.

3. A Mechanism for the Exchange of Resources.

Resources can only be used and collaboration can only take place when there is a mechanism for the exchange from one party to another. The mechanism may be formal or informal, may, in fact, not even look like a "real" mechanism, but it must exist. It may take the form of staff development or inservice education, for example. The key to this condition is the existence of a mechanism which is observable to all parties involved, wherein all participants know not only what resources are being exchanged, but also how they are exchanged.

4. Feedback Concerning Results of the Collaboration

Because all collaboration is energy consuming, participants need to know whether their efforts are worthwhile and whether their goals are being met. Feedback has five forms; each is important:

(a) Equity: Equity need not necessarily mean that all collaborators benefit in the same proportion or that they contribute in the same measure. However, each collaborator should feel that the relationship is fair and equitable. Participants should not feel that they have been taken advantage of, exploited, or used in any way. If shared goals are clearly identified and delineated, if resources are regarded as useful, and if the exchange mechanism for the collaboration has been effective and observable, a sense of equity should result. This feedback can be assessed by answering the questions, "Has this been an equitable relationship for me?" "Has this been an equitable relationship for the others involved?"

(b) Effectiveness: This feedback is assessed by answering such questions as "Did we achieve our shared goals?" "Were resources actually exchanged?" "Does the exchange mechanism work?" "Is it doing what we want?" "Does it benefit the children?"

(c) Efficiency: This feedback can be assessed by answering the question, "Can I get my goals achieved more efficiently through another way?" Another term for this may be the cost-benefit of the system. All participants will at some time, formally or informally, calculate the costs to them for their participation and compare this with the benefits they have received. The result will determine in large part whether participants will involve themselves in another collaborative effort. Evaluation, formative and summative, is necessary in order to determine this efficiency and to provide necessary feedback.

- Professional improvement is an individual, long-term, developmental process, wherein staff members fit innovative concepts to their own concerns, styles, and situations.

Furthermore, the models and guidelines are based on an assumption that membership on inservice planning teams should reflect community collaboration, including racial/ethnic groups and job roles. Collaboration is the operative principle here, the basis not only for the partnerships that these models and guidelines support, but also for the critical processes that engender and continue them. Following is a discussion of a Context Model representing conditions that must exist in the community--whether a large or small community--involved in the collaborative effort. Following the Context Model is a discussion of issues that usually must be dealt with in order to achieve the community context most conducive to successful partnerships. Along with these issues are guidelines for resolving them.

There are, however, numerous issues to be resolved before partners can pull these essential elements together to construct a community context conducive to effective collaboration to help meet school needs. The Project WISE Liaison Teams have identified many if not all, of these issues and have developed experience-based and research-based guidelines to help resolve the issues. Preferably, the issues will be dealt with before they become problems. A discussion of these issues and guidelines follows.

VI. ISSUES AND GUIDELINES

There are important issues to address in education-private sector collaboration. Inherent in these issues are problems to be resolved or avoided. At three annual Project WISE working conferences, the Project's Liaison Teams developed guidelines for addressing these issues and problems. The first step was to identify the issues and related problems. The second step was to prioritize these issues, the third step was to develop guidelines for resolving them, and the fourth step was to organize the issues and guidelines into four phases of school-business collaboration development: (1) Getting started, (2) Implementation, (3) Sustaining interest and momentum, and (4) Evaluation. In this section, issues appear in boxes and the guidelines for addressing each issue are discussed below it.

An important point to remember throughout collaborative efforts is that they are innovations, that innovations mean change, and that change is a process, not an event. Patience, and the ability to view the full sweep of the process as well as its particulars, are crucial. Furthermore, the individuals involved, rather than the innovation itself, should be the center of concern in each stage of the process.

Phase One: Getting Started

1. How to get partners in the community to "buy into" the collaborative project.

(a) **Identify a common goal.**

A shared or overlapping goal is the impelling force for all collaborating parties. Otherwise why should they collaborate? The goal should be based on educational needs of the school and provide benefits to the larger community. The general needs should be identified with input from all sectors of the community. Here, as at all times, the partnership should have sufficient information before any decision is made.

(b) **Publicize each phase and development of the project,** beginning with the intent to establish a partnership. Inform mass media, service clubs, chambers of commerce, and other appropriate organizations.

(c) **Obtain the commitment of the school board, superintendent, principals, chief executive officers of major corporations, and other influential people in the community.**

Then others in the community are then more likely to be committed to and involved in the partnership. Research indicates that the initiative for partnerships is more likely to come from superintendents than from corporate executives.

(d) **Involve parents, school staff and students, and community groups** by organizing liaison or school improvement teams, collaborative councils, or other groups representative of various parts of the community.

(e) **Encourage school and community partners to designate representatives** from their organizations to take responsibility for coordinating project efforts and relationships. These representatives will be the linkers or liaisons within and among the collaborating groups.

(f) **Set realistic timelines.**

Do not lead participants and the community to expect that the project's goal can be achieved over night. It will probably take several months just to establish the necessary linkages. It is also important to recognize and reconcile any differences in the partners' views about slow and rapid (evolutionary vs. revolutionary) changes.

(g) **Recognize and deal with concerns and hidden agendas.**

There are likely to be misunderstanding, mistrust, and disputes about turf among the groups and organizations being asked to join the partnership. Progress can be stalled at the outset or any point thereafter unless these agendas, concerns, and differing opinions are fully discussed and resolved. There should be workshops to build trust and develop positive communication early in the process. For example, participants may be trained in understanding the nature of change itself and in understanding the stages of concern they are likely to experience as the collaborative effort progresses. The Concerns Based Adoption Model discussed on p. 29 is one approach to such training.

(h) **Define the relationship of the partnership with regard to other education and community projects.**

This should be done in a manner that will help allay concerns, enhance trust, and promote cooperation.

(i) **Plan and carry out some necessary action as soon as possible.**

Communication is necessary in the earliest phase, but recognize the danger of too much time being spent on talking before taking positive action that the community can perceive as positive.

2. How to match needs of the school with available resources.

(a) **Assess the needs of all schools that will be involved.**

Needs that were assessed and considered as part of goal setting (in the previous issue) probably will need to be refined. It will probably be useful to assess each school's needs individually, in order to match a community resource to meet the school needs.

(b) **Conduct a survey of the resources of all corporations, city agencies, service organizations, and others who may be involved in the partnership.**

These resources should include knowledge, skills, and abilities as well as tangible resources.

(c) **Develop exchange mechanisms for applying volunteer resources to the needs of the schools.**

Establish an exchange agency or agencies with the responsibility of matching resources to the school needs and of facilitating the application of the resources. This responsibility could be assigned to an existing agency, such as a chamber of commerce office for educational affairs, a school office for community affairs or volunteer service, a community service agency, or a collaborative combination of any two or more offices. Or, a new agency could be established to facilitate the exchange.

The exchange agency would use information from all partners to effect matches of resources and needs. The needs assessment and the resources survey should provide information important in this process. Formative evaluation (see pp. 48-50) and monitoring, as well as formal and informal feedback among partners, would be other sources of information.

The exchange agency would serve as a bridge or nexus between the donating partners and the receiving partners. There will probably be several contact points within the receiving partners because it is not likely that all volunteer resources will be applied in the same way to the educational needs of the schools. For example, volunteer expertise to help sixth grade teachers develop skills in computer assisted learning probably would not be processed the same way as would computer paper donated to the school district's administrative offices. The skills development might go from a computer company or dealer through the facilitating agency to the district's staff development office to the teachers and principals. The computer paper, on the other hand, might go through the school's business office. The role of the exchange agency should be clear to all partners.

(d) **The process of exchanging and applying resources should be monitored for effectiveness and efficiency.** Formative evaluation should be ongoing and the results reported frequently to partnership monitors. This provides information that should be helpful in adapting the process to be more effective.

3. How to establish mutual respect and trust among partners.

(a) **The partnership must be truly collaborative, i.e., equal in authority and responsibility.**

(b) **Appoint a director/facilitator/leader who has human relations awareness and skills.**

(c) **Emphasize the common goals and other commonalities of the partners as a basis from which to resolve misunderstandings and differences of opinion.**

(d) **Provide meetings and informal opportunities for partners to get to know each other.**

(e) **Hold workshops for appropriate partnership representatives to develop or enhance positive communications, negotiating, and other human relations skills.**

(f) **Develop and nurture open and contining communication between all partners.**

4. How to obtain funding and other resources.

(a) Obtain the resources without "strings" attached.

A full-time staff, at least an administrator, is necessary to coordinate the early organization and to facilitate future efforts of the project. Despite voluntary services, some funding is likely to be necessary for staff and support services. Make sure that the funding agent has goals compatible with that of the project and will not try to influence its direction.

Major sources of funding are: (1) corporate donations, (2) foundation grants, (3) normal budget process of educational agencies, (4) fund-raising by the project itself or _ad hoc_ or other community groups.

(b) "Other resources" may be an almost infinite variety of volunteered human resources, services, equipment, and materials.

One of the ways that effective communication between school staff and other partners pays off is in the identification of resources that otherwise would not have been discovered. These might include, for example: printing services, billboards for community relations, technical assistance in finance, or time-management and decision-making workshops for principals.

Human resources are likely to be the most valuable to the schools. These resources include not only time but also knowledge and skills. Qualified volunteers can render such services as: (1) consulting and technical assistance, (2) research, (3) community relations, perhaps with a speakers' bureau to help the community understand school problems and needs, and (4) human resource development (HRD) within the schools. One way of applying volunteer expertise for example, would be teaching computer literacy classes for students. Another way would be to provide technical assistance to teachers to teach these classes. But an HRD approach might be to teach school staff what they need to do in order to train other school staff in how to teach not only computer literacy, but how to develop computer assisted instruction and computer assisted management as well.

5. How the partnership will be structured.

Many informal school-private sector arrangements already exist in many communities. For example, a local bank vice president for community affairs may be asked to make a presentation or talk about community relations for a school's staff or parent-educator organization. Such informal arrangements work well for short-term, limited objectives. But a major goal, such as increasing a school district's high school graduates' achievement scores, or decreasing student drop-out rate, requires larger scale planning, operations, and structure.

Implications for structure are included in Issue 6 below, "Who will provide leadership for the project," and in sections III and IV of this document, "Examples of Partnerships in Education" and "A Focus on Staff Development."

(a) **Consider the nature of the participating groups and the political, economical, social, and religious forces and cross currents in the community in deciding on a structure for the partnership.**

In some communities, the power may be spread among several community organizations and not strong in others. In other communities, the commitment and power of a single person or organization may be sufficient to move others whose participation is necessary to have a successful project. For example, organized labor is strong in some communities and not strong in others.

(b) **Examine previous and/or existing school and community service projects.**

This should provide insight concerning what structures tend to work best in the community. An existing vocational or career education council, or a desegregation project may be at a stage and of such a nature that it could be modified to serve as the vehicle for the partnership.

In many communities there are a variety of adopt-a-school arrangements. Within these arrangements, some partnerships may be short term and low level adoptions of a sixth grade class, for example. In another arrangement, a group of businessmen may "adopt" the school district's board of trustees. Indeed, the same community may have both arrangements and several other levels in between.

(c) **Structures should promote positive interaction among the partners.** Substructures should encourage: (1) leadership at all levels, especially in each group's liaison person, (2) commitment and creativity within each group, and (3) open, positive communication among groups.

(d) **Provide for autonomy for school-building level partnerships.**

Schools within the district have individual needs and unique conditions that can probably be best addressed by teams including principals, teachers and their counterparts in the community organizations.

(e) **The structure should provide for, and/or be compatible with, a variety of exchange mechanisms for applying resources to the needs of the school.**

"Exchange mechanisms" are discussed in Issue 2, "How to match needs of the schools with available resources," and in section V, "WISE Context Model for Education-Community Partnerships."

6. Who will provide leadership for the project.

A partnership may be blessed with funds, facilities, endorsements, and commitments, but if it does not have leadership, the project is not likely to succeed.

(a) **Define leadership needs.**

"Leadership" means different things to different people. To some it may involve orchestration of diverse groups. To other people leadership may mean taking charge of all an organization's functions and decision-making. Perhaps a definition of leadership is not as important ~~to a~~ partnership as its participants' or advisory board/council's defining its various leadership needs. Some leadership needs are suggested in the Project WISE study; these are the needs to

- know and understand the community;

- be credible and respected in all sectors;
- able to work with all sectors;
- be active and to catalyze others to positive action;
- establish mutual responsibility;
- report to all sectors and to facilitate open, positive communication;
- be skilled in interpersonal relations and conflict negotiation;
- manage volunteers and paid staff;
- facilitate funding.

(b) **Specify who is to have leadership responsibilities.**

Depending on local conditions and the partnership's structure, it may be desirable to divide leadership responsibilities between policy-making and administration or between internal and external leadership. Such a division might be reflected in the separate job roles of an executive director or chairperson of an advisory council and a director charged primarily with administration of the partnership activities. Many variations of these are possible. One example of these is a task force approach. In this approach the partnership might decide to undertake a project whose objective would be to train a junior high school staff to implement a computer assisted instruction program as part of a desegregation magnet school plan. The task force would be in existence for a specified length of time, maybe six months, under the leadership of a task force director.

Phase Two: Implementation

While there is no one exemplary partnership on which to model collaborative projects, there may be a best way for a community to develop its own partnership. Even so, it is not likely to operate perfectly in initial implementation, even though there may have been careful, community-wide planning.

Because the effective collaborative process is continual, its phases overlap and sometimes blur together and activities must be adjusted and readjusted continually. Although needs are assessed while getting started, it is likely that other, higher priority needs will be identified during

1. How to manage resources and facilitate the exchange mechanism.

(a) **Utilize resources, especially human resources, and involve partners in the process as soon as possible.**

Pairing school and community partners according to their respective needs and resources, as soon as possible, will not only help meet school needs quickly, but also gain momentum for the process.

(b) **Acknowledge teacher/principal/school requests immediately.**

This helps establish credibility. Many educators have seen faddish reforms come and go quickly with little or no impact. And, here again, quick action helps build momentum.

Involved and supportive principals are also important.

(c) **Provide opportunities for partners to get together.**

This includes individual teachers, principals, and others. These opportunities might include formal and informal visits to school and community/business home territories.

(d) **Provide latitude and support for the individual school and community partners to work out details of the exchange.**

The responsibility of implementing the exchange, refining its nature and scope, should be done at the lowest possible levels.

Technical assistance or administrative support may be needed by school personnel.

School-level improvement teams or other local support bases should be encouraged.

(e) **Establish two-way communication throughout the process.**

Opportunities should be provided for all levels of staff of the school and community partners to provide feedback about partnership activities.

A partnership newsletter can help provide information that will: (1) be supportive to participating institutions and individuals, (2) offer technical assistance to the implementors, and (3) encourage other institutions to join in the partnership. Public media, both print and non-print, should be used for these purposes.

(f) Be sure to have sufficient information on which to base a decision.

This is another major reason to establish effective communication throughout the partnership. Sound decisions are crucial to establishing credibility, during implementation as well as in the next phase, sustaining interest in the partnership.

2. How to resolve "turf" issues.

(a) Handle disputes only at the administrative level.

(b) Develop and involve leadership in all sectors.

(c) Have a director who is skilled in negotiating and fostering communication throughout the partnership.

This may require staff development for the director.

3. Who will devote the necessary time and energy to make the partnership effective.

It is likely, at all levels, that most of the individuals expected to participate in the partnership are already busy. This includes chief executive officers of businesses, superintendents of schools, principals and mid-level managers, teachers, as well as "blue collar" and "white collar" staff. Frequently the person selected as director/facilitator/coordinator is someone who already has a full-time job and provided with no additional facilities or pay and too little clerical assistance and budget.

Collaborative partnerships probably require more time than most people might think. Leg work, letter writing, telephoning, and meetings take more time than many volunteers have to spend. School teachers, administrators, business people, and directors of community organizations are already busy without taking on more. This is why many partnerships pay a director a salary to work in the project full time. Some partnerships also include a staff to assist the director.

Phase Three: Sustaining Interest and Momentum

Sustaining interest and momentum can be difficult. At their outset, many projects receive enthusiasm and support, but quickly lose momentum. Instead of stability or growth, the project withers. There can be many reasons for decline: apathy, inadequate communication, lack of commitment at the leadership level or staff level, non-acceptance of the project by teachers or principals, unexpected lack of funds, or other problems. One research study (Mann, 1984) on school/business partnerships indicates that the development of mature, sophisticated relationships is usually hampered by five problems:

- few school/business projects deal with classroom teaching or attempt to determine whether schools successfully educate children;
- most business activities in schools are brief and episodic rather than enduring;
- business often targets specific schools instead of studying system-wide possibilities;
- projects with narrow purposes can lead to trivial results; and
- small projects with limited objectives and low levels of investment can risk serious disappointment in results.

Mann concludes that school/business partnerships "can be considered grown up when they result in a school chief approaching a state legislature with some powerful allies--say, three chief executive officers, a bank president, a Chamber of Commerce executive, and the chairman of the downtown civic association." This criterion may not be universally necessary, but there are, nevertheless, certain guidelines which can facilitate the maturation and momentum of a variety of partnerships. There is no one easy solution for these challenges, but there are some guidelines for issues that will need to be addressed.

1. How to maintain and/or expand the project.

(a) Anticipate and deal with the concerns of participants who are expected to change.

It may become evident early in the program that there is less support than expected for human resource development activities which require a change in the behavior of participants. This would include, for example, staff development by business personnel to help principals improve their management, problem-solving, or time management skills, or to teachers to help them develop computer-assisted instruction. Unless they are comfortable with such innovations, teachers and principals are not likely to adopt new procedures. Fortunately, a Concerns Based Adoption Model has been developed to help facilitate staff acceptance of change (Hall and Loucks, September 1978 ["Teacher Concerns for Facilitating and Personalizing Staff Development"]).

(b) **Gather accurate information about the progress of the project's activities.**

Accurate information can be gathered through formative evaluation. The written plan of evaluation, developed in phase one of the partnership, should go into effect as soon as the partnership is activated. This evaluation should provide guideposts that help determine whether the project is on the right track, and whether activities are working toward achievement of objectives. (Guidelines for evaluating the project are included in phase four, below.) Having a clear understanding of precisely what value the partnership is to each participant will contribute to the length of its existence.

(c) **Facilitate information sharing among partners.**

One of the most important roles of the director or advisory council is to develop and maintain a communication network. This network should help provide a nexus of the partnership, promote sharing of accurate information, including that gathered by formative evaluation, among all partners. Communication of information can help generate new ideas and prevent misunderstandings. An effective partnership structure (see Phase One, Issue 5) will nurture ongoing relationships and promote their maintenance.

(d) **Keep the goal of the project, to improve education for the community's children, uppermost on the project agenda.**

(e) **Change plans when appropriate.**

Regardless of how long it takes to draw up a plan, or how good it looks on paper, make changes when the best information available indicates some other course of action would be more effective and/or more efficient. But proposed changes should be discussed with partners.

(f) **Build credibility.**

Look for, and make, opportunities to promote the partnership's credibility in the schools and community. Ways to do this include establishing an information center to squelch false rumors and provide the public with information about the project, issuing press releases to the media, and achieving visible short term successes. Include in the public information how project funds have been, and are being, spent, and what progress has been made. This information may help secure additional funds and other resources. Credibility is important within the partnership also, to instill confidence among its members.

(g) **Expand carefully.**

Before expanding, consider relevant factors such as: (1) the political climate, (2) funding, (3) whether additional staff will be needed, and (4) the possibility of including too much territory and/or too many responsibilities without the necessary resources. Evidence shows that even large, successful partnerships started small and evolved slowly.

(h) **Maintain and strengthen relationships and trust.**

2. How to maintain and strengthen relationships and trust.

(a) **Continue a genuine collaborative relationship.**

A partnership can break down easily unless all partners are involved and work to keep it going. It is important to develop a sense of ownership and equity among all parties. If one party perceives that it is doing more than its share, or has too much or too little responsibility, that partner may actively or passively opt out of the project.

(b) **Develop and maintain an internal network for communication among partners.**

The director and/or advisory council should facilitate a network among the partners. Quality and quantity of information sharing is crucial to the success of the project.

(c) **Provide rewards for the partners.**

If partners in any sector feel that their efforts are unappreciated. they may decide to work outside the partnership or not at all. There are many ways to reward partners. It may be appropriate to provide resolutions and letters of appreciation to participants and to their supervisors. In a school-community partnership, most rewards involve public recognition, such as certificates or plaques of appreciation presented at an awards dinner or other ceremonies, or opportunities for the participant to appear at community or state functions. Invite media coverage of partnership activities and award ceremonies. Rewards to partners should include those who provide intangible resources as well as those whose contributions are tangible.

Phase Four: Evaluation

The pilot's voice came through the airliner's intercom: "Ladies and gentlemen, we are at 35,000 feet and we are making 600 knots. I don't know where we are or where we're going, but we're making good time." There was laughter among the passengers, but some of it carried an edge of nervousness.

When on commercial airliners we generally trust their crews to know where we're going and how to get there, that they have a specific and detailed flight plan, and have a course and have checkpoints along the way to make sure they stay on course. Similarly, the pilots of an effective partnership will draw up specific plans based on good information, they will formulate a goal and objectives that all partners will know, and they will articulate, from time to time, progress toward the goal. And this progress will be reported more positively and in a less unsettling way than the pilot's.

Evaluation can serve several purposes in a project:

- Showing that the project is or has been effective
- Accounting for or justifying funding
- Keeping or gaining community support

- Improving the project
- Planning future projects

1. How to evaluate effects of the project.

As used in these guidelines, evaluation is the systematic process of identifying sources of, and collecting, analyzing, and using information to make decisions with regard to the partnership. Two types of evaluation are recommended, summative and formative.

(a) **Summative evaluation occurs at the end of the project and answers such questions as Was the goal attained? If not, why not? What was the impact/outcome of the project? Should we do the same thing again in the same way?**

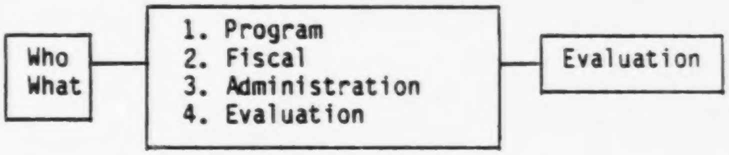
(b) **Formative evaluation continues through the project and answers such questions as Are the activities going as planned? Are they achieving the objectives? What, if anything, should be changed to improve the project at this point?**

(c) **Some staff development may be helpful in training the director and appropriate others in position to collect and analyze evaluative information.** Careless or perfunctory evaluation is likely to be of little use and a waste of time and effort. If objectives and goals are specific, measurement of progress toward them and achievement of them should be possible. The pilot and the airline in our earlier story can determine whether the flight was successful to the extent that it met its goal or objectives. Presumably these include (1) reach the destination, (2) arrive safely, (3) arrive on time or close to it, (4) do it well enough that passengers would want to fly that airline again, and (5) make a profit for the airline.

(d) **The kind of evaluation activities a partnership should have is based on its goals and objectives and, like them, is planned and set forth at the beginning of the project.** Setting the goals and objectives of the project is an important part of designing the evaluation plan. The evaluation plan defines the steps of the evaluation process which decides what information is required; how, when, from whom the information will be obtained; and how the data will be analyzed and reported.

It is probably not necessary to have complex, statistical evaluation plans. One method to use in the evaluation process is simply to start with questions about who the key players are and what is involved in each of four major areas: program, fiscal, administrative, and evaluation. For example, who is involved in the program itself? Are they schools, the business, the community, the school board? What are they to do? Answering these questions with specific answers will result in a fairly clear idea of what outcomes are expected at the end of the project. A simple schema follows:

Evaluation Components



Evaluation data to be collected, and methods that might be used, may include any or all of the following:

Data	Collection Methods
Identity and number of volunteer agencies/individuals	Information/application forms
Type and amount of contribution: expertise, time (of tutoring, for example), funds, material, equipment, service, etc.	Data forms developed for the project
Receiving school or office	Data collected by director of project
Number of students affected	Information from school principals and teachers
Student achievement and attendance information	Information from school principals. Perhaps pre- and post test for achievement.

Responses of volunteers/ facilitators, students, teachers, and principal	Surveys of their reaction to the project

After the relevant data are collected, summative evaluation can be based on a comparison of the objectives with the actual outcomes. Differences between the intended outcome and actual outcome indicate the degree of success of the project.

The type of data required depends on the objectives of the project. An objective of one large school district's adopt-a-school program was to expand the numbers of: (1) adopting groups, (2) individual volunteers, (3) volunteer hours, and (4) schools served. Accordingly, the evaluation plan included the collection of data relevant to these items over a five year period. These data indicated that the objective was met; the relevant numbers increased each year. The program planners could have been more specific if necessary. For example the objective could have specified that the number of schools served would be increased by five each year.

Another large school district partnership project has as its objective the increase of a specific percentage of high school graduates passing a specific academic test by a specified date. To help bring this about, the partnership has adopted not individual schools, but the school board. The project is focusing on (1) the community's understanding and support of schools and (2) the school district's overall management system. Thus far, the project has conducted a financial audit and a "management assistance study" of the school system, provided technical assistance to the school board and superintendent, and lobbied for a school capital improvements tax (that was passed) and a state teacher certification examination.

In keeping with sound project practices, these partnerships have reported results of the project to the participants and the public.

2. How to report and provide feedback to the partners and the community.

(a) Keep constituent members informed.

(b) Use targeted, open communication continually, up, down, and across.

(c) Reports to different audiences may require different approaches.

Reports to a funding agency should contain what that agency wants to know. A report to constituent members probably needs more detail than that delivered to the general public or news media.

(d) **Write reports clearly, succinctly, and without jargon.**

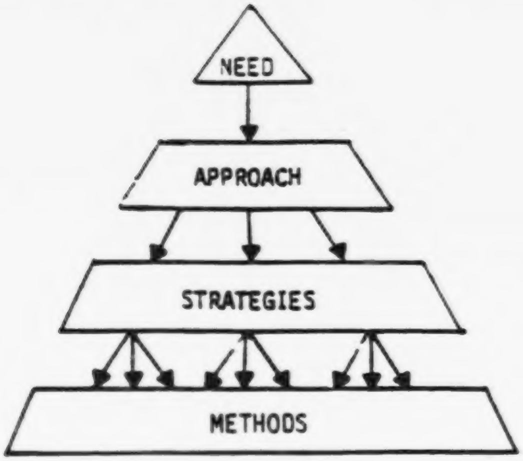
(e) **Provide time and opportunities for questions and comments about the report.** After a report to the community at large, a public presentation may be effective in clarifying any questions and increasing popular support.

VII. STRATEGIC MODEL FOR EDUCATION-COMMUNITY PARTNERSHIPS

Any collaboration is a process, not an event. As such, collaborations involve many individuals in separate actions which, taken together over time, should result in the achievement of a common goal. The WISE Project's Strategic Model for Education-Community Partnerships is a map of this process, a flexible system designed to show the synergistic relationships among the various actions necessary to reach a desired outcome. It is also designed to allow collaborators to assess the value of each action as it relates to another so that the emphasis to be placed on each can be calculated in advance.

The Strategic Model for Education-Community Partnerships is based on certain assumptions about process. These assumptions have led to the categorizations of actions named in the model. The first assumption is that a central need will lead to the use of education-community partnerships as an approach to meet that need. If there are several goals which the participants have, the need may arise from the area where these goals overlap. Or there may be one clear need about which all participants agree and from which there is no diversion. In any event, all participants should be certain about the primary need for which a collaboration has been deemed the appropriate approach.

The second assumption is that there are many ways of carrying out the collaborative project to meet the need. These can be categorized as major and minor, or as sets and subsets, or in this case, as strategies and methods. For the most part, strategies are the more global of the two, the generic road participants want to travel to reach their common destination. Methods are the specific ways each strategy will be accomplished. At each juncture, the map becomes a bit more detailed as the activities are delineated. A simplified illustration of the Strategic Model for Education-Community Partnerships follows:



This figure illustrates the collaborative process at the planning stage, when one thing appears to lead progressively--and logically--to another. For this reason, all the arrows point in one direction.

In this illustration, the three arrows leading from the Approach to the Strategies indicate that there are three strategies; the nine arrows, each in sets of three, indicate that there are three methods for accomplishing each of the three strategies. To determine the relative amount of time and/or energy they wish to spend on each strategy and tactic, participants may assign values to each arrow. If, for example. Strategy One is 50% of the accomplishment of the ulitmate need, then its arrow should be assigned that value. If Strategy Two is 35% of the success of the venture, its arrow would be awarded that value. Strategy Three would then be worth 15%. In the same way, participants would assign values to each method as they see its importance in accomplishing each strategy. With this general guide before them, participants can then determine specific roles, assign duties to the appropriate collaborator, and estimate the amount of time the project may take. Assessing these values will also allow participants to see if there is any essential strategy or method for which they do not have adequate personnel or other resources, and for which they must readjust the process.

Suppose, for example, that Strategy One is to institutionalize a collaborative relationship. One tactic/method for accomplishing that strategy would be to develop a formal organization. A second method for accomplishing Strategy One would be to develop permanent funding. Suppose developing funding were estimated to be 60% of the success of Strategy One and developing a formal organization were 40%. Can the collaborators find a funding source? Can they find someone to manage a formal organization? These kinds of questions arise when values are awarded and participants begin to face the details of making their collaboration succeed.

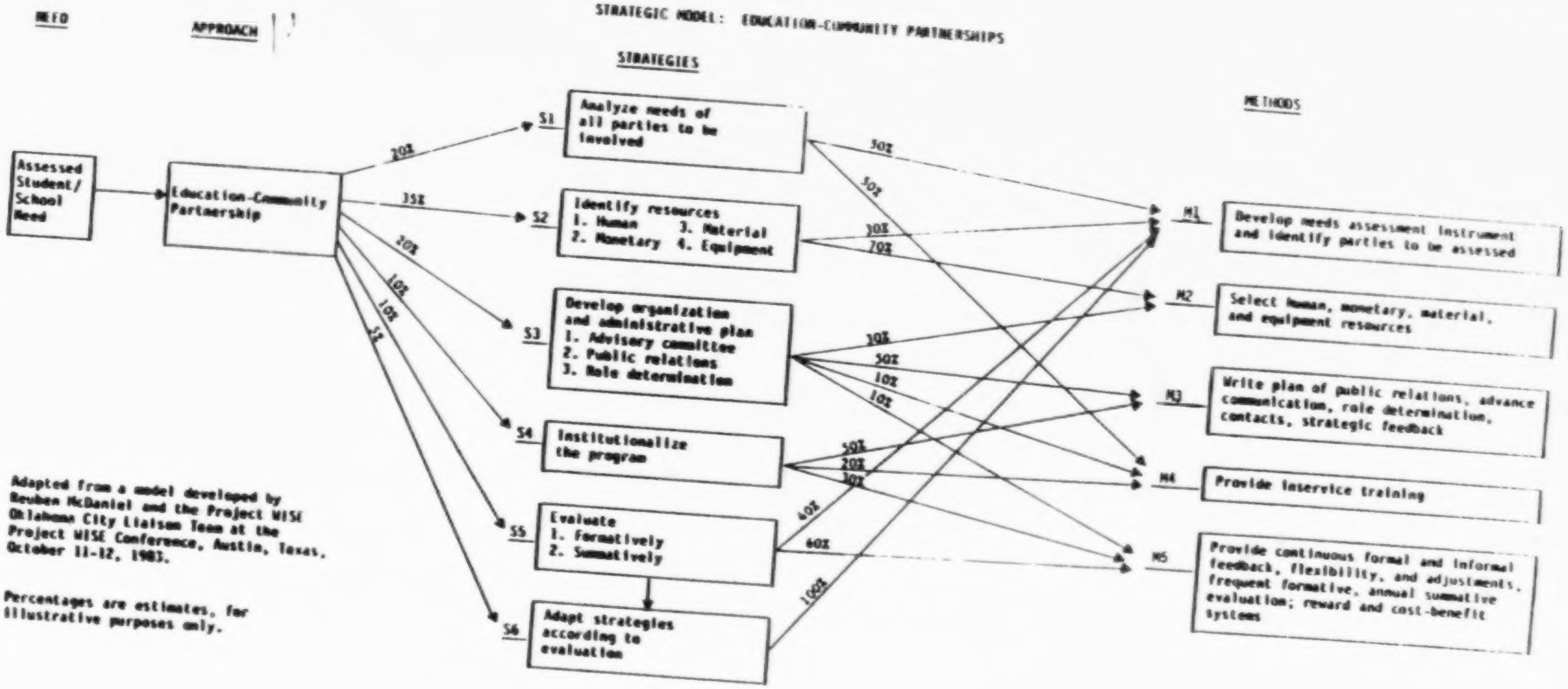
The Strategic Model will also provide participants with a picture of the relationships of the various activities. For example, as we have seen, the method to develop permanent funding contributes significantly to Strategy One. But it may also contribute to Strategy Two, which for purposes of this example will be to identify resources. Developing permanent funding may be valued as only 10% of Strategy Two, while another method--to conduct a needs analysis--may be valued as 80% of accomplishing Strategy Two and, further, as 30% of reaching a Strategy Three.

Once the Strategic Model for Education-Community Partnerships is completed in detail for the specific process under consideration, the synergy of the system becomes apparent and participants can then continue with a clearer understanding of the work ahead of them.

After the collaborative process has ended, and when evaluation is completed, participants may, and more than likely will, see that certain strategies or methods did not work as planned (or worked far better), that heavy emphasis on one should have instead been placed on another, or that an important strategy was completely overlooked. After the evaluation, participants will also know the degree to which their efforts had any effect on the need which began the process. At the end of the process, arrows may reverse direction as their relative impact on the success of the efforts is assessed and noted for future activities. A post-collaboration diagram should also provide for evaluation/adaptation arrows circling back to the need to indicate impact.

The completed, sample Strategic Model for Education-Community Partnerships on the following page illustrates possible strategies and methods, with the value of each provided. In this sample, a need is not specified, although it is assumed that an identifiable, and perhaps measurable, need would be described in the box so marked. The assumed approach to meeting the need is an education-community partnership. Six strategies (S1-S6) have been devised to implement the partnership in sequential steps; each has been assigned a percentage value in relationship to its part in producing a successful partnership. For example, Strategy One (Analyze needs of all parties involved) is assessed as 20% of the effort of getting the partnership going, while Strategy Six (Adapt strategies according to evaluation) is assessed at 5%. Five methods (M1-M5) have been listed as ways to achieve the strategies. Because each strategy may have more than one method to complete it, multiple arrows connect and overlap between these two sections of the model. Again, percentage weights have been assigned to each method as it relates to the strategy it is designed to implement.

STRATEGIC MODEL: EDUCATION-COMMUNITY PARTNERSHIPS


NEED
APPROACH
STRATEGIES
METHODS
Assessed Student/ School Need
Education-Community Partnership
20%
35%
20%
10%
10%
5%
S1
Analyze needs of all parties to be involved
S2
Identify resources
1. Human 3. Material
2. Monetary 4. Equipment
S3
Develop organization and administrative plan
1. Advisory committee
2. Public relations
3. Role determination
S4
Institutionalize the program
S5
Evaluate
1. Formatively
2. Summatively
S6
Adapt strategies according to evaluation
50%
50%
30%
70%
30%
50%
10%
10%
50%
20%
30%
40%
60%
100%
M1
Develop needs assessment instrument and identify parties to be assessed
M2
Select human, monetary, material, and equipment resources
M3
Write plan of public relations, advance communication, role determination, contacts, strategic feedback
M4
Provide inservice training
M5
Provide continuous formal and informal feedback, flexibility, and adjustments, frequent formative, annual summative evaluation; reward and cost-benefit systems

Adapted from a model developed by Reuben McDaniel and the Project WISE Oklahoma City Liaison Team at the Project WISE Conference, Austin, Texas, October 11-12, 1983.

Percentages are estimates, for illustrative purposes only.

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VIII. SELECT ANNOTATED BIBLIOGRAPHY

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Provides businesses with ideas for getting involved in education in their own communities.

American Association of School Administrators. Citizens and the Schools: Partners in Education. Arlington, Va.: 1984. 12 pp.

Tells citizens how they can involve themselves in education in their own communities.

American Council of Life Insurance. Company-School Collaboration: A Manual for Developing Sucessful Projects. Washington, D.C.: 1983. 55 pp.

Written for "the company official responsible for planning, implementing, and coordinating company-school collaborative programs"; posits roles for company and school representatives.

American Council of Life Insurance. The Stake of the Life and Health Insurance Business in Public Schools. Washington, D.C.: 1983. 30 pp.

Reports on a conference on school-business partnerships, discusses rationale and benefits of collaboration and sketches some activities that can be initiated by business; broader than insurance industry.

Armstrong, Terry. "Corporate Training and Adult Education: A Review of Journals." Phi Delta Kappan, pp. 332-333, January 1980.

Reviews 11 journals which deal with corporate education and training and with adult education.

Ascough, Larry. Involving All Your Publics: A Basic School PR Guide. Arlington, Va.: National School Public Relations Association, 1980. 32 pp.

Helps schools identify and reach the publics who control elections, pay taxes, and shape public opinion, but who more than likely do not have children in school--business communities, realtors, religious leaders, youth agencies, senior citizens, and others. Part of NSPRA's Basic School PR Kit.

Atlanta Partnership of Business and Education. *A Community of Believers*. Atlanta: 1985. 28 pp.

Summarizes the history, evolution, and accomplishments of the partnership, a non-profit corporation founded to improve the quality of life and educational attainment through a network of schools, businesses, and people. Fourth anniversary report.

Atlanta Partnership of Business and Education. *Adopt-A-School Handbook*. Atlanta: 1984. 53 pp.

Describes a variety of programs, a plan for action, characteristics of a successful adoption, participants and their roles, and administration of the partnership.

Barton, Paul E. *Partnerships Between Corporations and Schools*. Washington, D.C.: *National Commission for Employment Policy Research Report Series* (Research Report 83-29), 1983. 70 pp.

Describes nine types of organizational relationships between schools and businesses and provides observations on leadership, motives, benefits, guidelines, and recommendations.

Bell, Terrel H., and Jerry Guth. "Overview of Private Sector-School Relations." *NASSP Bulletin*, Vol. 67, No. 462, pp. 2-9, April 1983.

Discusses the need for fundamental changes in the teaching profession to attract talented people, the president's Task Force on Private Sector Initiatives, and a computerized data bank of partnership models.

Bhaerman, Robert D. "Career Education and the Private Sector." *Journal of Career Education*, pp. 12-21, September 1983.

Summarizes strategies, techniques, benefits, barriers, recommendations, and guidelines culled from a comprehensive review of literature on career education collaboration with the private sector.

Boyer, Ernest L. "Classrooms and Corporations." (Chapter 16) *High School....* New York: Harper & Row, 1983.

Describes five purposes of partnerships and gives examples; suggests roles for collaborators.

Caradonio, James, and William Spring. "The Boston Compact." *VocEd*, Vol. 58, No. 3, pp. 30-43, April 1983.

Examines an agreement by education leaders to improve student achievement and guarantee employment for graduates.

Carnevale, Anthony Patrick. Human Capital: A High Yield Corporate Investment. Washington, D. C.: American Society for Training and Development. National Issues Series, 1982. 12 pp.

Summarizes a study designed to create understanding of the need to invest in human capital to improve the American economy. Discusses value of human time, resources, and motivation, and illustrates evidence in four graphs.

Cates, Carolyn. Collaborative Arrangements that Support School Improvement: A Synthesis of Recent Studies. San Francisco: Far West Laboratory for Educational Research and Development, 1983. 100 pp.

Describes a study designed to detail formal dissemination and school improvement linkages among educational organizations and to develop frameworks for describing interorganizational arrangements in education.

Cates, Carolyn. Industry-Education Collaboration for School Improvement. San Francisco: Far West Laboratory for Educational Research and Development, 1981. 39 pp.

Focuses on industry-education councils in California. Concludes that successful industry-education collaboration is characterized by feelings of mutual ownership and commitment, evidence of accomplishment, and involvement of non-members in some activities.

Cetron, Marvin, Barbara Soriano, and Margaret E. Gayle. Schools of the Future: How American Business and Education Can Cooperate to Save Our Schools. New York: McGraw-Hill Book Company, 1985. 167 pp.

Forecasts a progressive future if business and education communities will cooperate and a deterioration in both education and economic situations if they do not cooperate.

Chaffee, John, Jr. Business-School Partnerships: A Plus for Kids. Arlington, Va.: National School Public Relations Association, 1980. 82 pp.

Includes profiles of various programs, two national models, how-to suggestions, rationales for involvement, sources of information, and more.

Cooper, John F., and John P. Hill. *Funds for Excellence: A College Faculty/Industry Partnership that Works.* Hampton, Va.: Thomas Nelson Community College, 1985. 7 pp.

Describes a program designed to help community college teachers enhance their occupational/technical curricula and courses by temporarily re-entering business and industry.

Danzberger, Jacqueline P., and Michael D. Usdan. "Building Partnerships: The Atlanta Experience." *Phi Delta Kappan*, Vol. 65, No. 6, pp. 393-396, February 1984.

Draws lessons from the slow and careful development of the Atlanta Partnership of Business and Education, Inc.; also points up weaknesses in Atlanta's program.

Deaton, William L. "The Yazoo City Experience." *Educational Leadership*, Vol. 40, No. 2, p. 12, November 1982.

Portrays how a school district and chemical corporation overcame initial barriers and collaborated to benefit students, the corporation, schools, and community.

Dierdorff, William H. "Business-Advisory Task Force Helps School Solve Problems." *School Business Affairs*, Vol. 50, No. 7, pp. 46-47, July 1984.

Describes how the business community, community in general, and the school district can benefit mutually when a Business-Advisory Task Force is formed to help the schools run like a business.

Dills, Joanne, and Lin Ishihara. *Corporate Action in Public Schools: A Manual for Implementing the San Francisco Model.* San Francisco: San Francisco School Volunteers, n.d. 37 pp.

Provides how-to's for replicating one project's attempts to bring business people and resources into the classroom to supplement the regular curriculum. Includes assessment forms, sample letters for contacting corporations, recruitment ideas, school orientation plan, follow through, and evaluation suggestions.

Doyle, Denis P., and Terry W. Hartle. *Excellence in Education: The States Take Charge.* Washington, D.C.: American Enterprise Institute for Public Policy Research, 1985. 75 pp.

Suggests that state policymakers are creating opportunities for school improvement and that the process will be an uncomfortable one, thus making the next few years more important than the past two.

Durenberger, David, Michael Timpane, and Barbara P. Wyatt. "Eliminating Barriers to Education." *NASSP Bulletin*, Vol. 67, No. 462, pp. 24-35, April 1983.

Discusses, among other barriers, corporate misunderstanding of education, perceived limitations of corporate interest, and educational disinterest and defensiveness.

Elsman, Max, and the National Institute for Work and Learning. *Industry-Education-Labor Collaboration: An Action Guide for Collaborative Councils.* Washington, D.C.: U. S. Department of Education. Office of Vocational and Adult Education, 1981. 100 pp.

Provides guidelines for organizing, operating, and continuing collaborative councils. Includes profiles of councils, resources, funding sources, more.

Erwin, Carol J. "Rexnord's Teacher/Business Program Fosters Mutual Support and Understanding." *Phi Delta Kappan*, Vol. 63, No. 8, pp. 563-568, April 1982.

Describes a teachers' summer work program, sponsored by Rexnord Inc. and Milwaukee Public Schools, that provided a common ground upon which educators and business people built mutual trust and understanding.

Etzione, Amitai. *Self-Discipline, Schools, and the Business Community.* Washington, D.C.: National Chamber Foundation, 1984. 48 pp.

Emphasizes the need for the nation's education system to develop self-discipline and other work-related character traits in order to improve.

Eurich, Nell P. *Corporate Classrooms: The Learning Business.* Princeton, New Jersey: The Carnegie Foundation for the Advancement of Learning, 1985. 163 pp.

Describes the major, yet unrecognized, role that corporation-sponsored educational programs play in the American education system and the challenges they present to traditional education.

Fraser, Bryna Shore et al. *Industry-Education-Labor Collaboration: The Literature of Collaborative Councils.* Washington, D.C.: U. S. Department of Education. Office of Vocational and Adult Education. National Institute for Work and Learning, 1981. 143 pp.

Presents an annotated bibliography of literature on collaborative councils.

George, Paul S. *Theory Z School: Beyond School Effectiveness.* Columbus, Ohio: National Middle School Association, 1985.

Declares that schools must learn from corporations in order to be successful in the future. Draws parallels between effective schools research and Theory Z to construct a model for fostering school productivity.

Gilman, Francie. "The Effects of Corporate Involvement in Education." *ERIC Digest*. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1984. 2 pp.

Provides a list of references and answers questions such as how corporations are involved in education, what benefits and risks are associated with such activities, and what strategies characterize successful school-business partnerships.

Gold, Gerard G., Steven M. Jung, and David S. Bushnell. *Industry-Education-Labor Collaboration: Policies and Practices in Perspective.* Washington, D.C.: U. S. Department of Education. Office of Vocational and Adult Education. National Institute for Work and Learning, 1982. 198 pp.

Concludes that collaborative councils and industry-education-labor collaboration generally are still pioneer activities without well-established structures. Describes the complexity of relationships, their characteristics, accomplishments and limits, and discusses opportunities for linking state and local resources.

Gray, Sandra T. "How to Create a Successful School/Community Partnership." *Phi Delta Kappan*, Vol. 65, No. 6, pp. 405-409, February 1984.

From experience in the National School Volunteer Program, suggests roles of key players and steps for developing effective partnerships.

Hemmings, Madeleine B. *Next Steps in Public-Private Partnerships.* Columbus, Ohio: The National Center for Research in Vocational Education, 1984. 20 pp.

Defines partnerships and discusses steps for building them, particularly as they relate to vocational education.

Jackson, Lois. "How to Form Business-School Partnerships." Denver, Colorado: Education Commission of the States, 1983. 12 pp.

Outlines characteristics of effective partnerships, the responsibilities of business management and of school management, and references.

Katz, Eve, *et al*. "Business Concerns About Education." *NASSP Bulletin*, Vol. 67, No. 462, pp. 10-23, April 1983.

Discusses the business community's concern that schools develop a labor force able to contribute to increased productivity and to become good citizens, and education's need for increased funding and community support.

King, Al. *A Handbook for Inservice Education: Guidelines for Training, Multicultural Education, and Desegregation*. Austin, Texas: Southwest Educatinal Development Laboratory, 1982.

Provides practical set of resources--based on experience and research--for any school interested in effective inservice; discusses rational, framework, and guidelines for multicultural education and effective desegregation. Includes literature review, process model, references, and workshop planning and implementation forms.

Lacey, Richard A. "Becoming Partners: How Schools and Companies Meet Mutual Needs." National Commission for Employment Policy *Research Report Series* (Research Report 83-33), Fall 1983. 83 pp.

Points up the interrelationship of process and product; emphasizes need for mutual trust, personal involvement, networking, and systematic management of partnerships.

Larkin, Ronald F. "Achievement Directed Leadership: A Superintendent's Perspective." Paper presented to the Annual Meeting of the American Educational Research Association, April 1984. ED 256008. 21 pp.

Describes the role of a New Jersey school superintendent in improving the New Brunswick school system through a number of efforts, including increased school-community communication.

Levin, Henry M. "The Educationally Disadvantaged: A National Crisis." Philadelphia: Public/Private Ventures, 1985. 27 pp.

Documents the failure of schools to address the needs of disadvantaged students. Recommends increased attention to school/business partnerships, among other strategies, to lessen the problem.

Levine, Marsha. "Barriers to Private Sector/Public School Collaboration: A Conceptual Framework." In ed. *The Private Sector in the Public School: Can It Improve Education?* Washington, D.C.: American Enterprise Institute for Public Policy Research, 1985. 3 pp.

Examines collaboration as one of several strategies by which business might become involved with schools; explores collaboration from three conceptual frameworks that help identify barriers to partnerships.

Levine, Marsha, ed. *The Private Sector in the Public School: Can It Improve Education?* Washington and London: American Enterprise Institute for Public Policy Research, 1985. 77 pp.

Presents proceedings of the conference "Barriers to Private Sector-Public School Collaboration, held June 2, 1983. Includes essays on corporate responsibility, equity issues, going public, approaches to private sector involvement, and a conceptual framework.

Mann, Dale. "All That Glitters: Public School/Private Sector Interaction in Twenty-Three U. S. Cities." New York: Teachers College Columbia University, 1984. 42 pp.

Reports on school/business projects in 23 cities around the U. S., concluding that few superintendents know the total value of corporate contributions to their schools, most projects are peripheral, episodic, and limited, that mature, long-lived partnerships are rare, and that projects vary widely, yet positive results are still possible if problems can be recognized and tackled. This is the complete report summarized in Mann's *ASBJ* article noted below.

Mann, Dale. "It's Up to *You* to Steer Those School/Business Partnerships." *The American School Board Journal*, Vol. 120, No. 10, pp. 20-24, October 1984.

Warns that unless boards and superintendents take appropriate action, schools stand to loose business as an ally; suggests actions.

Marshall, Larry. "Tomorrow's School Today." *Educational Horizons*, Vol. 62, No. 1, pp. 19-21, Fall 1983.

Reviews the development of Houston's collaborative magnet school for gifted students, the High School for Engineering Professions, with an emphasis on mathematics, science, and computers.

McClain, Thomas W., and Richard A. Sockol. Community Education/Work Collaboration: A Massachusetts Perspective. Amherst, Mass.: University of Massachusetts. Institute for Governmental Services, 1978. 63 pp.

Uses the experience of collaborations in Massachusetts to discuss such issues as the change process, dimensions of collaboration (goals, objectives, process, structure, community involvement), strategies for implementing these dimensions, and descriptions of exemplary programs.

McCormick, Kathleen. "These Tried-and-True Alliances Have Paid Off for Public Schools." American School Board Journal, Vol. 171, No. 10, pp. 24-26, October 1984.

Highlights Adopt-A-School programs, comprehensive partnerships, and others such as the U. S. government, the N. Y. Alliance for the Public Schools, and the Trilateral Council for Quality Education in Boston.

McNett, Ian, ed. Let's Not Reinvent the Wheel: Profiles of School/Business Collaboration. Washington, D.C.: Institute for Educational Leadership, 1982. 104 pp.

Explores the scope and activities of 10 collaborations between schools and businesses and draws implications from their actions. Gives major ingredients of successful collaborations.

Merenda, Daniel W., and Margaret Hunt. Creating and Managing a Corporate School Volunteer Program. Alexandria, Va.: National School Volunteer Program, Inc., 1983. 97 pp. and appendices.

Details a systematic process for creating and managing a corporate school volunteer program. Each of the 14 sections states behavioral objectives which should be achieved by completing that section.

Mulligan, Dorothy, and C. J. Reid, eds. Inservice Training Models the Teamwork Approach: Training for Teachers and Volunteers Working Together. Alexandria, Va.: National School Volunteer Program, 1983. 38 pp.

Presents eight inservice models for training teachers and volunteers to work together. Includes details such as time needed, participants, objectives, materials, handouts, and activities. Designed for flexible use to meet individual school needs. Includes handout masters.

National Association for Industry-Education Cooperation. *Industry-Education Councils: A Handbook*. Buffalo, N.Y.: n.d. 28 pp.

Offers guidelines for establishing and operating industry-education councils.

National Association of Social Workers. *The Human Factor: A Key to Excellence in Education*, n.p., 1985. 28 pp.

Reports a study designed to document human, social, and interpersonal barriers to educational excellence and to promote program and policy changes on national, state, and local school levels to overcome these barriers. Seeks a stronger link between communities and their schools.

National Education Association. *Teaching the "Right Stuff": The Great Classroom Invasion*. Washington, D.C.: 1983. 20 pp.

Discusses the issue of what teachers and schools should be doing to sustain the integrity of the public school program during unprecedented involvement by business and industry. Differing viewpoints are presented, including those on teacher control and the dangers of "co-optation" of schools by business.

National School Volunteer Program. *School Volunteer Programs: Everything You Need to Know to Start or Improve Your Program*. Alexandria, Va.: 1978, 1981. 36 pp.

Guides schools wishing to establish and operate a volunteer program. Includes step-by-step process, people to include, training necessary, and sample forms.

New York Alliance for the Public Schools (The). *Going Public: A Public Relations Guide for the Public Schools*. New York: n.d., but 1985. 24 pp.

Offers practical advice on providing planned communication about schools through media to the public at large.

Nicholson, George, *et al*. "Safe Schools: You Can't Do It Alone." *Phi Delta Kappan*, pp. 491-496, March 1985.

Emphasizes the need for interagency cooperation, community involvement, and commitment from members of the entire school community to produce safe, effective schools.

O'Connell, Carol. How to Start a School/Business Partnership. Fastback 226. Bloomington, Ind.: Phi Delta Kappa Educational Foundation, 1985. 34 pp.

Outlines steps to take in establishing and maintaining partnerships and provides examples of projects and activities; purpose is to increase awareness of the potential of partnerships.

Owens, Thomas R. "A Framework for Improving Excellence in Education." The School Administrator, pp. 11-14, December 1984.

Reports on ways to apply seven principles from In Search of Excellence to public schools.

Ozmon, Howard. "Adopt-A-School: Definitely Not Business As Usual." Phi Delta Kappan, Vol. 63, No. 5, pp. 350-351, January 1982.

Points out potential ill effects of too much influence of business on school curriculum.

Partnerships Data Net, Inc. Partnerships in Education Directory. Washington, D.C.: 1985. 335 pp.

Contains a very brief summary of thousands of partnerships across the country; includes contact person and phone number for more information.

Patterson, Arlene H. Management Training for School Leaders: The Academy Concept. Fastback 198. Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1983. 22 pp.

Defines leadership academies, who should train, what skills should be taught, when training should occur, and describes five academies in existence.

Peters, Tom, and Nancy Austin. A Passion for Excellence: The Leadership Difference. New York: Random House, 1985. 428 pp.

Attempts to show how managers in all kinds of organizations can concentrate on key areas of competence to improve their companies: use of common sense, improved service to customers, the role of innovation, the importance of people, and leadership. Chapter 20, "Excellence in School Leadership," compares lessons from business with educational leadership.

Phi Delta Kappa, Center on Evaluation and Research. School-Business Partnerships, No. 1, Exemplary Practices Series, 1985/86. Bloomington, Ind.: Phi Delta Kappa, n.d., but 1985. 310 pp.

Provides excerpts, two to 28 pages in length, of published information about partnerships--an historical perspective, examples of projects and activities, and advice on implementing successful programs.

Pro-Education: The Magazine About Partnerships with Education. Pro-Education Publications, 5000 Park St. North, St. Petersburg, Fla. 33709. Quarterly during the academic year. $12.00

Presents information on school/business partnership programs and materials.

Rexnord Resource Center. Activate Someone. Milwaukee, Wisconsin: n.d. Page numbers vary.

Provides a collection of pamphlets and idea sheets on four topics: teacher/business programs, citizen action programs, citizen volunteer programs, and the idea exchange program. Provides definitions, action steps, sample letters and other forms, and sources of additional information.

San Diego Board of Education. "Adopt-A-School San Diego Style." Journal of Children in Contemporary Society, Vol. 16, No. 3-4, pp. 147-166, Spring-Summer 1984.

Provides guidelines for establishing an Adopt-A-School program, a cooperative venture between government agencies, businesses, and schools.

Saphier, Jon, and Matthew King. "Good Seeds Grow in Strong Cultures." Educational Leadership, pp. 67-14, March 1985.

Discusses 12 cultural norms that affect school improvement. Regardless of the change under way, schools need to build on the norms that contribute to growth, the authors say.

Schilit, Henrietta, and Richard Lacey. The Private Sector Youth Connection. Volume 1: School to Work - A Planning Manual for Educators and Business People. New York: Vocational Foundation, 1982. 93 pp.

Profiles 55 school-to-work programs, documenting their positive results. Kinds of programs include Adopt-A-School, teacher internships, curriculum revitalization, classes in business and industry, work-study, summer youth employment, and career exploration.

Sockol, Richard A., and Thomas W. McClain. *School/Business Partnerships: A Practitioner's Guide*. Amherst, Mass.: University of Massachusetts. Institute for Governmental Services, 1978. 42 pp.

Presents a rationale for partnerships, factors affecting their growth, components of success, communication networks, and details of a partnership in Boston.

Thomas, Donald, *et al*. "Viewpoints of the Educator." *NASSP Bulletin*, Vol. 67, No. 462, pp. 36-51, April 1983.

Advocates increased cooperation between education and the private sector in order to break down stereotypes each has of the other. Warns against education dependence on business.

Timpane, Michael. "Business Has Rediscovered the Public Schools." *Phi Delta Kappan*, Vol. 65, No. 6, pp. 389-292, February 1984.

Highlights some recent school and business partnership trends, types of partnerships, and potential benefits; suggests potential business influence on educational policy.

United States Department of Education. *Partnerships in Education: Exemplary Efforts Across the Nation*. Washington, D.C.: Office of Planning, Budget, and Evaluation, U.S.D.E., n.d., but 1985. 40 pp.

Provides short descriptions of exemplary partnerships across the nation; includes name and phone number of contact person for each.

United States Department of Education. *Partnerships in Education: Education Trends of the Future*. Washington, D.C.: Office of Planning, Budget, and Evaluation, U.S.D.E., n.d., but 1984. 30 pp.

Presents results of a survey of 9,369 school districts, of which 2,058 were involved in one or more school and community collaborative efforts; includes information about trends over time.

Wade, Ruth K. "What Makes a Difference in Inservice Teacher Education? A Meta-Analysis of Research." *Educational Leadership*, pp. 48-54, December 1984/January 1985.

Recommends that staff development coordinators take a second look at coaching, voluntary participation, recognition, independent study, and the use of observation, micro-teaching, and practice when determining what works. Presents results of research studies.

Ways to Improve Schools and Education. *Models and Guidelines for Education and Community Partnerships*. Austin: Southwest Educational Development Laboratory, December 1985. 45 pp.

Based on information from six pilot sites and information from other projects across the United States, offers guidelines for implementing partnerships in various stages.

Wimer, Marilyn. *Public Relations Tools for School Volunteers*. Alexandria, Va.: National School Volunteer Program, 1979, 1981. 39 pp.

Presents school volunteers with ideas for planning events, contacting media, using print materials, getting "freebies," capturing public attention. Includes a checklist and bibliography.

Wingate, Ann. "Communicating with Business." *Educational Horizons*, Vol. 62, No. 1, Fall 1983.

Posits viewpoint of how business sees education; offers guidelines on communicating with business.

Wise, Robert I. "Schools, Businesses, and Educational Needs: From Cooperation to Collaboration." *Education and Urban Society*, Vol. 14, No. 1, pp. 67-82, November 1981.

Briefly overviews the changing relationship of schools and business and sketches examples of how private sector can serve as a curriculum subject, a place to learn, and educational partner, as well as a place for youths to work.

Woodside, William S. "The Corporate Role in Public Education." *Social Policy*, Vol. 15, No. 2, pp. 44-45, Fall 1984.

Ascribes the increase in corporate funding of public schools to the increase in the number of small, locally based programs. Focuses on the Join-A-School program and the mutual benefits reaped from such partnerships.

Youngs, Bettie B. "18 Reasons Why Leaders in Business and Education Should Work Together." *NASSP Bulletin*, Vol. 67, No. 466, pp. 74-77, November 1983.

Explores such reasons as reducing the costs of welfare and unemployment, developing a better human resource, making a positive impact on students' attitudes, and 15 more.

IX. FOR MORE INFORMATION

The following is a list of organizations with interests in education-community partnerships who may be contacted for more information.

American Association of School Administrators (AASA)
1801 North Moore Street
Arlington, VA 22209
(703) 528-0700
Paul B. Salmon, Executive Director

American Council of Life Insurance
Company-School Collaboration Project
1850 K Street, N.W.
Washington, D.C. 20006
(202) 862-4000
Eve Katz, Project Director

American Society for Training and Development
600 Maryland Avenue, S.W., Suite 305
Washington, D.C. 20024
(202) 484-2390
Curtis E. Plott, Executive Director

American Vocational Association
2020 North 14th Street
Arlington, VA 22201
(703) 522-6121
Gene Bottoms, Executive Director

Association of Junior Leagues
825 Third Avenue
New York, N.Y. 10022
(212) 355-4380
Liliane R. Guay, Special Projects Manager

Business Council for Effective Literacy
1221 Avenue of the Americas
New York, NY 10020
(212) 512-2477
Sam Lacey, Executive Vice President

Business-Higher Education Forum
One DuPont Circle
Suite 825
Washington, D.C. 20036
(202) 833-4716
Alan H. Magazine, Director

Center for Corporate Public Involvement
1850 K Street, N.W.
Washington, D.C. 20006
(202) 862-4047
Stanley G. Karson, Director

Chamber of Commerce of the U.S.
1615 H St., N.W.
Washington, D.C. 20202
(202) 463-5533
Robert L. Martin, Associate Manager
Community Development Section
Resources Policy Department

The Citizens' Forum on Self-Government
National Municipal League, Inc.
55 West 44th Street
New York, N.Y. 10036
(800) 223-6004
Larry Zamora, Director

Committee for Economic Development
1700 K Street, N.W.
Washington, D.C. 20006
(202) 296-5860
Nathanial M. Semple, Vice President

The Conference Board
845 Third Avenue
New York, N.Y. 10022
(212) 759-0900

Council of Chief State School Officers
Suite 379
400 North Capitol Street
Washington, D.C. 20001
(202) 393-8164
William Pierce, Executive Director

Council on Foundations
1828 L Street, N.W.
Washington, D.C. 20036
(202) 466-6512
Mary K. Leonard, Director
Precollegiate Education Program

Domestic Policy Association
5335 Far Hills Avenue
Dayton, OH 45429
(513) 434-7300
Keith Melville, Editor-in-Chief

Education Commission of the States
Suite 300
1860 Lincoln Street
Denver, Colorado 80295
(303) 830-3620
  248 Hall of the States
  444 North Capital Street, N.W.
  Washington, D.C. 20001
  (202) 624-5838
  Raymond C. Scheppach, Executive Director

Educational Research Service
1800 North Kent Street
Arlington, VA 22209
(703) 243-2100
Glen Robinson, President

The Greater Cleveland Growth Association
690 The Huntington Bldg.
Cleveland, OH 44115
(216) 621-3300

Institute for Educational Leadership
Suite 310
1001 Connecticut Ave., N.W.
Washington, D.C. 20036
(202) 822-8405
Michael D. Usdan, President

Institute for Responsive Education
605 Commonwealth Avenue
Boston, Massachusetts 02215
(617) 353-3309
Don Davies, Director

National Alliance of Business
1015 15th Street, N.W.
Washington, D.C. 20005
(202) 457-0040
William Kolberg, President

National Association for Industry-Education Cooperation
235 Hendricks Blvd.
Buffalo, New York 14426
(716) 833-6346
Donald M. Clark, President

National Association of Elementary School Principals
1920 Association Drive
Reston, Virginia 22091
(703) 650-6100
Samuel Sava, Executive Director

National Association of Manufacturers
Policy/Program Division
1776 F Street, N.W.
Washington, D.C. 20006
(202) 626-3864

National Association of Secondary School Principals
1904 Association Drive
Reston, Virginia 22091
(703) 860-0200
Scott D. Thomson, Executive Director

National Association of State Boards of Education
Suite 340
701 North Fairfax Street
Alexandria, VA 22314
(703) 684-4000
Phyllis L. Blaunstein, Executive Director

National Center for Career Education
P. O. Box 7815
Missoula, MT 59807
(406) 243-2989/6014

National Center for Research on Vocational Education
Ohio State University
1960 Kenny Road
Columbus, OH 43210
(800) 848-4815

National Commission on Excellence in Education
U. S. Department of Education
Room 222
1200 19th Street, N.W.
Washington, D.C. 20208
(202) 254-7920
Milton Goldberg, Executive Director

National Commission on Resources for Youth
36 West 44th Street, Room 1314
New York, NY 10036
(212) 840-2844

National Committee for Citizens in Education
410 Wilde Lake Village Green
Columbia, Maryland 21044
(301) 997-9300
William Rioux, Vice President

National Community Education Association
1201 - 16th Street, N.W., Suite 305
Washington, D.C. 20036
(202) 466-3530
Paul Tremper, Executive Director

National Council on Cooperate Volunteerism
Joan Clark, Manager of Community Affairs
Avon Products, Inc.
9 West 57th Street
New York, N.Y. 10019
(212) 546-6728

National Education Association
1201 16th Street, N.W.
Washington, D.C. 20036
(202) 822-7350
Sharon P. Robinson, Director
Instructional and Professional Development

National Executive Service Corps.
622 Third Avenue
New York, N.Y. 10017
(212) 867-5010
Philip O. Warner, Vice President, Marketing

National Institute for Work and Learning
1302 - 18th Street, N.W., Suite 501
Washington, D.C. 20036
(202) 887-6800
Gerald G. Gold, Senior Program Officer

National Parent-Teacher Association
700 North Rush Street
Chicago, IL 60611
(312) 787-0977
Elaine Stienkemeyer, President

National School Boards Association
Suite 600
1055 Thomas Jefferson Street, S.W.
Washington, D.C. 20007
(202) 838-6703
Thomas A. Shannon, Executive Director

National School Public Relations Association
1801 North Moore Street
Arlington, Virginia 22209
(703) 528-5840
John H. Wherry, Executive Director

National School Volunteer Program
Suite 320
701 N. Fairfax Street
Alexandria, Virginia 22314
(703) 836-4880
Daniel W. Merenda, Executive Director

Private Sector Initiatives
Partnerships in Education
The White House
Room 134
Washington, DC 20500
(202) 456-6676
James K. Coyne, Special Assistant to the President

Public Education Fund
One Oliver Plaza
Pittsburgh, Pennsylvania 15222
(412) 281-1890
David Bergholz, Executive Officer

Public/Private Ventures
1701 Arch Street
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PROJECT WISE
PROTOTYPE
MODELS AND GUIDELINES
FOR
EDUCATION-COMMUNITY PARTNERSHIPS

Draft for Discussion

(The completed
Models and Guidelines
are also
appended to
this Project WISE
FY85 Final Report)

Produced by
Ways to Improve Schools and Education (WISE)
a project of the
Division of Family, School and Community Studies
at the
Southwest Educational Development Laboratory (SEDL)
211 East 7th Street
Austin, Texas 78701

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PANEL DISCUSSION

TITLE: "Importance of Elementary School Leaders in School and Business/Community Partnership Efforts"

MODERATOR: Mr. Dan Bullock, Account Executive
Kidder-Peabody & Co., Inc.

PANELISTS: Ms. Dian Harrison, Executive Director
Austin Area Urban League

Dr. Gloria Contreras, Associate Professor
College of Education
The University of Texas at Austin

Dr. Charles Akins, Assistant Superintendent
Operations and Community Resources
Austin Independent School District

Mr. Brad Duggan, Executive Director
Texas Elementary Principals and Supervisors Assn.

1. Introductory Comments
2. Questions:
   - a. Question 1 - How can education in Austin benefit from partnerships between the business/community sector and schools?
   - b. Question 2 - In what ways can elementary school leaders best take part in the AISD's school and business/community partnership efforts?
   - c. Question 3 - What issues/concerns/problems will need to be dealt with in order for elementary school leaders to be most effective in school-business partnership efforts?
   - d. Question 4 - What additional information and skills should elementary school leaders have in order to participate effectively in school and business/community partnership efforts?
3. Wrap-up

GENERAL SESSION

TITLE: "Formulating the Outline for a Sample Plan of School and Business/Community Partnerships"

LEADER: Dr. Al King

Part 1 - Small group report highlights from the recorder/reporter in Groups I, H, G, F, E, D, C, B, A

- Call in preceding order and limit 3 - 5 minutes

Part 2 - State purpose is to outline a sample school and business/community partnership action plan for use by principals and business representatives

- Solicit ideas from participants about what should be major components of outline

- Ideas will be recorded on audiotape

Part 3 - Inform participants about that working group of AISD, SEDL and business representatives will use outline to prepare more detailed plan; once finalized and produced, the plan will be disseminated to school/business partners

SMALL GROUP SESSIONS

GROUP G - Gold

Leader: Dr. Lodis Rhodes

Recorder/Reporter: (Choose or appoint)

E. R. Hinojosa, Jr.
Mary Bentley
Dan Akery
Linda Bloomer
Carol Moring

Ed Leo
Valerie Walker
Maggie de la Teja
Sam Guzman

Procedures: **Part One**

1. Title - "Elementary School Leaders Speak To Their Business/Community Partners."
2. Leader will select or appoint a recorder/reporter.
3. Leader will ask each elementary school leader to respond to the question:
   - What are 3-5 of the major immediate and/or long range educational needs/problems in their school?
4. Recorder/reporter will write these in summary form on designated sheet in packet.
5. Leader will ask each elementary school leader to respond to the questions:
   - How can businesses help in dealing with these needs/problems?
   - What resources might they provide?
6. Recorder/reporter will write these in summary form on designated sheet in packet.
7. Leader will entertain additional questions/comments from business/community representatives.

Part Two

1. Title: "Business/Community Representatives Speak to School Partners."
2. Leader will ask each community representative to respond to the question:
   - What are the educational issues/concerns of the community sector in AISD?

SMALL GROUP SESSIONS

GROUP G - Gold

Leader: Dr. Lodis Rhodes

Recorder/Reporter: (Choose or appoint)

E. R. Hinojosa, Jr.
Mary Bentley
Dan Akery
Linda Bloomer
Carol Moring
Ed Leo
Valerie Walker
Maggie de la Teja
Sam Guzman

Procedures:	Part One:	"Elementary School Partners Speak to Their Business Partners"
	Part Two:	"Business Representatives Speak to School Partners"
	Part Three:	"Forging the Schools and Business Partnership"

AN ACTION PLAN TO DEVELOP SCHOOL-COMMUNITY PARTNERSHIPS

1. What is your goal?

2. What will you do? (Use behavior verbs that you can "see")

3. How will you accomplish it? (what strategy has the best chance of success?)

4. Whom will you involve? (Administrators? CEOs? School Board? Chamber of Commerce?)

5. When will it happen? (dates)

6. How will you know when it is achieved?

7. How will you sustain and follow-up on your efforts?

For more information contact:

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Southwest Educational Development Laboratory
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Austin, Texas 78701
(512) 476-6861

APPENDIX 5

Project WISE Dissemination

Project WISE Dissemination

To Whom	Item(s)
6 Chief State School Officers	Revised Prototype Models and Guidelines for Partnerships in Education sent to each.
Education Committee chairs in each of six state legislatures in region	
6 state chambers of commerce	
7 minority chambers of commerce	
6 state school boards	
6 state coordinators, JTPA	
Teacher education and business schools, HEAs throughout region	
300 participants, Texas State Teachers Association annual meeting, January, 1985, Austin.	
250 participants, Second National Symposium on Partnerships and Education, June 1985, Washington, D.C.	
85 participants, Texas Association of School Administrators annual meeting, September 1985, San Antonio	
200 participants, American Society for Training and Development regional meeting, October, 1985, Albuquerque	
ERIC	
American Association of School Administrators (AASA)	
American Council of Life Insurance-Education Services	

Project WISE Dissemination

To Whom	Item(s)
American Society for Training and Development	Revised Prototype Models and Guidelines for Partnerships in Education sent to each.
American Vocational Association	
Association of Junior Leagues	
Chamber of Commerce of the U.S.	
The Citizens' Forum on Self-Government	
The Conference Board	
Council of Chief State School Officers	
Council on Foundations	
Education Commission of the States	
Houston Association of Volunteer Administrators	
Institute for Educational Leadership	
Institute for Responsive Education	
National Alliance of Business	
National Association of Elementary School Principals	
National Association of Secondary School Principals	
National Association for Industry-Education Cooperation	
National Association of Manufacturers	
National Association of State Boards of Education	

Project WISE Dissemination

To Whom	Item(s)
National Committee for Citizens in Education	Revised Prototype Models and Guidelines for Partnerships in Education sent to each
National Community Education Association	
National Council on Cooperate Volunteerism	
National Executive Service Corps.	
National Institute for Work and Learning	
National School Boards Association	
National School Public Relations Association	
National School Volunteer Program	
Public Education Fund	
Public/Private Ventures	
University Council for Educational Administration	
Vocational Foundation	
The White House Office of Private Sector Initiatives	

Project WISE Dissemination

To Whom	Item(s)
University professor, University of Queensland, Australia	Synopsis of Project WISE work and description of Models and Guidelines
News editors of the following publications: - Adult Education Assn of the United States - American Educator - American Journal of Education - American School Board Journal - American Teacher - Childhood Education - Education - The Education Digest - Educational Technology - Education USA - Elementary School Board Journal - Exceptional Children - The Executive Educator - Family Relations: Journal of Applied Family & Child Studies - Instructor - Journal of Educational Research - The Journal of Learning Disabilities - The Journal of Reading - Learning: The Magazine for Creative Teachers - Mathematics Teacher - The Negro Educational Review - Phi Delta Kappan - The Reading Teacher - Research - School Business Affairs - School Library Journal - The Science Teacher - Social Education - Today's Education - VocEd; Journal of the American Vocational Assn.	

Project WISE Dissemination

To Whom	Item(s)
- Young Children	Synopsis of Project WISE work and description of Models and Guidelines
- The Chronicle of Higher Education	
- Education Daily	
- Teachers College Record	
- Journal of Staff Development	
- Group & Organization Studies	
- Training & Development Journal	
- Journal of Negro Education	
- Ethnic Heritage Center for Teacher Education	
- Education Daily	

A. Project WISE Dissemination

To Whom	Item(s)
Approximately 962 participants in seven Project WISE Working Conferences	- List of Liaison Team members names, job roles, addresses, and telephone numbers - List of participants names, as accurate and complete as possible, with names, job roles, addresses, and telephone numbers - Synopsis of the scope of work for Project WISE 2 pp. - Information about the Southwest Educational Development Laboratory, including a mission statement and list of Board of Directors and the states in the region they represent, 3 pp. - Description of the Division of Family, School, and Community Studies, 2 pp. - List of "National Organizations with Interest in Education-Community Partnerships," 6 pp. - "WISE Annotated Bibliography," 5 pp. - "Project WISE Prototype Models and Guidelines for Partnerships in Education (For Discussion)," 40 pp.

Project WISE Dissemination

To Whom	Item(s)
New Mexico LT members	Bibliography entry: "Out of the Classroom, Into Indust School for Teachers. Ideas for Action in Education and Andrea Hunter
Ark., La., Miss. LT members	-SEDL Mission, Achievements, and Capabilities -1984 WISE Conference goal, objectives and agendum -Prototype Model and Guidelines (as revised 1/85) -Print Resources (Compiled by Project WISE - list of pub dealing with the subject of school-business partnership title, author, publisher and address, and cost) -National Organizations with Interests in Education-Comm Partnerships (Compiled by Project WISE, revised 1/85) -Secretary Bell's 1984 Outstanding Conference Summary
Ark., La., Miss., New Mex. & Okla. LT members	-"Money Alert," from Education Daily, 2/5/85 -"Money Alert," from Education Daily, 2/26/85 -The Idea Bulletin, February 1985 -"True Partnerships Are Two-Way," The School Administrator, Sept. 1984 -"Business/School Pacts Can Help Schools," & "Four Recount Their Successes," from School Board News, 1/30/85 -Letter dates 2/1/85 "To: Partners in Education, From: Thomas W. Evans, Chair, Education Committee, President's Advisory Council on Private Sector Initiatives" -"Creating A Foundation To Nurture School/Business Partnerships: 'The Education Connection' in Maryland," & "U.S. Chamber of Commerce Pledges Aid to Business/Education Partnerships," from The Volunteer in Education, February 1985. -National Organizations Interested in School-Business Partnerships, (Compiled by Project WISE, revised April 1985)

A. Project WISE Dissemination

To Whom	Item(s)
LTs in six sites	-Project WISE Scope of Work, 1985 -Project WISE Summary of Expectations -Current List of LT Members -Civitex brochure -"Foundation Profiles," from Federal Grants and Contracts Weekly, 9/25/84 -"Schools and Colleges Beware: Corporations are Storming Academia," from Education Daily, 1/28/85 -From ProEducation, Dec. 1984: (a) "Education: A Capital Investment," by Mary Hatwell Futrell (b) "Exploring the Universe of Education Partnerships" (c) "All that Glitters," by Dale Mann (d) "Getting in Touch" (e) "In the News" (f) Subscription form -"Collaborative Action for Excellence" CLASP (Conference on Education) Fall 1984 -Education Daily Money Alert, 4/30/85, "Foundations Must Support Superintendent Board Relations, Administrators Say." -Education Daily Money Alert, 4/16/85, "Alabama Educator, Businessmen Form State Education Foundation." -Leadership Institute for Principals Business/Industry Liaison Program, Division of Staff Development, Personnel Services Area, North Carolina Department of Public Instruction -Education Daily Money Alert, 5/7/85, "Tandy To Award Computer Equipment for Social Science Projects."

Project WISE Dissemination

To Whom	Item(s)
Miss LEA	"Investment in Schools Pays Dividends," Business Today Section of Atlanta Journal, 10/15/84
Oklahoma SEA	-Information on school-business partnerships in rural -Use of volunteers
Miss. SEA, Miss. HEA, Miss. CofC, Miss. LEA, Okla. SEA, New Mex. SEA New Mex. HEA	"Virginia Volunteer Center Pioneers Use of Extension Agents to Bring Schools and Experts Together," from *The Volunteer in Education*, January 1985

APPENDIX 4

Partnerships in Education: Proceedings of Pilot Site Working Conferences

PARTNERSHIPS IN EDUCATION:

PROCEEDINGS OF PILOT SITE WORKING CONFERENCES
JULY - NOVEMBER, 1985

Ways to Improve Schools and Education Project
Southwest Educational Development Laboratory
211 East 7th Street
Austin, Texas

Preston C. Kronkosky, PH.D.
Executive Director

November, 1985

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November 30, 1985

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I. INTRODUCTION

A. RATIONALE

Public schools in the United States are being asked to make major reforms in order to improve the quality of education. But the costs of many of these reforms are too expensive for the funds currently available to schools. In an era of declining enrollments, diminishing public confidence and fewer federal funds, schools are experiencing increasing costs. Many communities have refused to raise additional tax or bond money for school improvement.

Some school districts are nevertheless using community resources to upgrade the quality of the education they provide. These districts have formed partnerships with local business, industry, labor, higher education, and other organizations in order to use local resources more effectively.

The Ways to Improve Schools and Education (WISE) Project of the Southwest Educational Development Laboratory (SEDL) explores local school-business collaboration to develop human resources and enrich the quality of education in the community. The focus of the study is on private sector voluntary efforts to help schools become more effective through staff development/inservice education. Inservice education for teachers and other school staff has always been important to school improvement. Such staff development is even more important now when schools need to make the most effective use of available resources, expecially human resources.

There has been, during the past decade and a half, considerable progress in human and organizational development which indicates that much is known about the conditions which correlate with effectiveness and how to develop the attitudes, skills, and knowledge necessary for these conditions. Much of this expertise is embodied within the concept of human resource development (HRD).

Many American businesses have adopted the concept of HRD. In an era of increasing competition from abroad and of an economy shifting from an industrial base to one of service and information processing, the most important resources are no longer natural resources or even capital, but human resources.

Human resource development is one of the ways in which the private sector can assist school staffs in becoming more effective. Not all school inservice training is of poor quality. Many schools and districts have excellent staff development programs that can serve as models for emulation. Even the best of programs, however, can still be improved. It is well known that schools, districts, and other educational agencies can learn from each other. Sharing between public education and the private sector can be not only mutually beneficial, but can also benefit the general community.

The literature includes little information on adapting business training practices for use with school staffs except in a few instances of career and vocational training. The problem addressed by the Ways to Improve Schools and Education Project is the need for models and guidelines for effective education and private sector collaboration in staff development/inservice education.

A brief history of Project WISE will provide further context for the seven working conferences it conducted in FY85 and described herein.

During FY83, Project WISE pilot tested collaborative school-business partnership (S-BP) efforts at three sites one for each of three states (New Mexico, Oklahoma, and Texas) in SEDL's six-state region. At each site, a Liaison Team was organized, consisting of representatives from: (1) the school district, (2) a collaborating business or chamber of commerce, (3) an institution of higher education, (4) the state education agency and (5) the Southwest Educational Development Laboratory.

Also in FY83, Project WISE (1) assisted with the establishment and implementaton of collaborative activities at the three pilot sites, (2) interacted with other school-business projects in the United States, (3) reviewed relevant literature, and (4) conducted a two-day working conference of its Liaison Team members. The working conference helped its participants to accomplish the following: (1) identify and prioritize issues involved in school-business collaboration, (2) prepare written guidelines to resolve these issues, (3) develop models for implementing collaboration, (4) formulate conclusions which support the theses that education and private sector collaboration to improve schools is a viable and necessary concept which benefits the schools, business, and the community; and that liaison teams are an effective means of facilitating this collaboration, and (5) generate recommendations for further activities to improve and facilitate education-private sector partnerships during FY84.

Project WISE activities in FY83 laid the basis for the Context Model, Strategic Model, and the Guidelines in their prototype format developed by the Project in FY84. Specific project activities were established, at least in part, by site and Liaison Team members at the two-day working conference.

During FY84, Project WISE carried out the following major activities: (1) arranged for qualified consultants to review the revised models and guidelines and provide constructive suggestions for improvement; (2) tested the models and guidelines at school sites; (3) revised the Project WISE models and guidelines in response to reviewer's comments, suggestions, and recommendations and to information collected from the project's sites; (4) planned and conducted its FY84 Working Conference; (5) provided collaborative staff development/inservice education, based on the prototype models and guidelines, for LEA trainers and SEA representatives; and (6) disseminated results of the Project's research and development activities to key individuals and agencies in business, education, and state and local government as well as through NIE's Research and Development Exchange and ERIC.

Also during FY84, Project WISE produced, among other things: (1) prototype "Models and Guidelines for Partnerships in Education," based upon testing, review, and revision; (2) a synthesis of the WISE FY83 and FY84 Working Conferences; (3) a description of plans for incorporating conference recommendations into the models and guidelines; and (4) a 41-page SchoolCommunity Partnership Bibliography.

On the basis of their school-business partnership experiences in FY84, Project WISE Liaison Team members recommended activities for Project WISE during FY85. The Liaison Teams' major recommendations stressed the expansion of Project WISE activities to the remaining three states in the SEDL region the creation of a network of school-business partnership efforts throughout the six states, and refining and finalizing the Project WISE "Model and Guidelines for Partnerships in Education."

During FY85, then, Project WISE built upon the experience of two years and the recommendations of its three Liaison Teams to construct its activities. These focused on two major areas: creating Liaison Teams in the remaining three states in the SEDL region, Arkansas, Louisiana, and Mississippi, and continuing to refine the Models and guidelines with input from the new Liaison Teams. In addition, a third annual working conference was planned, to include all six sites.

B. IMPLEMENTATION

Considerable project effort was committed to planning the WISE 1985 Working Conferences. Preliminary planning begain in FY84. Liaison Team planning occurred during six site meetings and by telephone and mail. Topics, agenda items, and potential dates were discussed. Several alternatives were considered in an effort to hold the most effective conference possible with the available resources. These alternatives included the following:

1. Six conferences, one at each site
2. One conference with only two Liaison Team members from each site
3. Combination of alternatives #1 and #2, one conference of two Liaison Team members from each of six sites (held in Dallas or Austin) and another conference for the entire Liaison Team membership of three new sites (held at one of the three sites)
4. Permutation of alternative #3, one conference of two Liaison Team members from each of the six sites and three other conferences, one each at the new sites

Seven individual working conferences were eventually held: one at each site except Austin, in which two were held, for different levels of school leaders. This alternative had two major disadvantages: (1) no opportunity was provided for direct interaction among the six sites and (2) more Project WISE staff time and effort were needed to plan, prepare for, and implement the multiple conferences. But there were three major advantages: (1) more participants from each site could attend and thereby increase the potential for school-community partnership proliferation; (2) more attention was focused on the needs of each site. and (3) less travel expense was needed to send Project WISE staff to each site than would have been to bring all Liaison Team members to one central meeting.

Sets of pre-conference and post-conference letters are attached. These are included as indicators of specific planning, implementation, and follow-through for each site conference.

Conferences were held at each of six sites. Holding a conference at each site allowed WISE to include more key local person than just members of the Liaison Team, as would have been the case in holding just one conference for only Liaison Teams. Content of the conferences varied according to the needs and circumstances of each site's program. Thus, no two of the conferences were the same.

In general, the purposes of these conferences were twofold:

- to prepare Liaison Team for more effective implementation of school-business collaboration at their sites, and
- to improve the Project WISE "Models and Guidelines for Partnerships in Education."

Project WISE and the Liaison Team divided responsibilities for the conferences as follows:

Project WISE:

(1) Funding of no more the $520--food, conference materials, video and/or audio-taping, and meeting facility;

(2) Assist with planning;

(3) Help develop and provide agenda and other documents for meeting;

(4) Develop evaluation instrument;

(5) Send invitations;

(6) Facilitate the meeting
    For example, conducting organizational development and human resource development planning or other planning and/or facilitate problem-solving activities;

(7) Provide information about school-business partnerships;

(8) Evaluate the meeting;

(9) Provide to participants and others a report of the meeting.

Liaison Teams:

(1) Hold planning meeting(s);
Set local objectives compatible with conference purposes
Decide on roles in the conference
Identify individuals to attend
Develop agenda with Project WISE by telephone and mail

(2) Assist in planning;

(3) Assist in locating facilities;

(4) Assist in identifying caterer;

(5) Participate.

Project WISE also prepared and provided conference packets for each participant. These packets were designed to assist in meeting the goals and objectives of the conference and to provide additional information useful to the participants involved in partnerships. These packets contained the following:

- Individual name tag;
- List of Liaison Team members names, job roles, addresses, and telephone numbers;
- List of participant names, as accurate and complete as possible, with names, job roles, addresses, and telephone numbers;
- Synopsis of the scope of work for Project WISE, two pages;
- Information about the Southwest Educational Development Laboratory, including a mission statement and list of the Board of Directors and the states in the region they represent, three pages;
- Description of the Division of Family School, and Community studies, two pages;
- List of "National Organizations with Interests in Education-Community Partnerships," six pages;
- "WISE Annotated Bibliography," five pages;
- "Project WISE Prototype Models and Guidelines for Partnerships in Educatio~~n,~~ (For Discussion)," 40 pages;
- Conference Agenda, with statements of the time, date, place, conference theme, goal, objectives, anticipated outcomes, as well as information about any co-sponsors;
- Instruction and directions for panel members, panel leaders, group discussion leaders, members, recorders, and reporters;

- Evaluation Forms;

A set of these packet materials is attached.

C. PROJECT WISE LIAISON TEAMS

Liaison Teams are composed of at least five members, with at least one representative of each of the following agencies: (1) local education agency, (2) business or chamber of commerce (3) state education agency, (4) higher education agency, and (5) Project WISE. Criteria for selection included expertise in staff development and/or school-business collaboration. Liaison team members are listed below.

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II. CONFERENCE SUMMARIES

Albuquerque, New Mexico
July 24-25, 1985

The Albuquerque Working Conference consisted primarily of activities based on an organizational development process. This consisted of a series of alternating small and large group meetings designed to (1) assess the progress of the program, (2) develop a list of high priority objectives the school-business partnership might accomplish under ideal conditions (ample funds, time, etc.), (3) evaluate the practicality of accomplishing these objectives, classifying them in terms of difficulty--most difficult, less difficult, and least difficult--and identifying obstacles to accomplishments, (4) prioritize these objectives in terms of which to pursue first, and (5) recommend action to accomplish the higher priority objectives.

The conference had three objectives. They were:

(1) To share information with regard to improving the processes of education-private sector collaboration;

(2) To suggest procedures for making this information available and useful to other practitioners; and

(3) To develop suggestions for partnership activities in 1986.

Thirty-three participants attended the Albuquerque Working Conference, which was held at the Regent Hotel, 401 Second Street, SW, Albuquerque. An agenda and a list of participants follows this conference summary. They represented the following roles:

- Educators (10)
  - 4 principals/assistant principals
  - 1 president of Teachers Federation
  - 2 teachers
  - 1 State Department of Education staff member
  - 1 university dean
  - 1 SEDL
- Career Guidance Institute/Chamber of Commerce staff (4)
- Business representatives (14)
- Hospital staff (2)
- Junior League representatives (2)
- Public utility representative (1)

One of the business representatives is also President of the Albuquerque Chamber of Commerce.

In planning for its conference, the Albuquerque Liaison Team decided that the major need of the Albuquerque "Join-a-School" Project was to take stock of what it had accomplished and to make recommendations for its 1986 activities. The Liaison Team members also decided to submit these recommendations to the organizations they represented. Leaders and representatives of the Albuquerque Public Schools, Chamber of Commerce, Career Guidance Institute, and Join-a-School Program met previous to the conference with the Liaison Team, discussed the Liaison Team's conference proposal and agreed to it.

Following the organizational development process described above, the conferees recommended the following objectives and actions to help improve education in the Alburquerque Public Schools:

- Increase "grass roots community involvement" in education.
- Establish trust and communication between schools and community.
- Market/sell education to the public.
- Obtain more local media attention.
- Expand school-business/community partnership projects.
- Extend use of WISE Models and Guidelines.
- Solicit involvement of community groups.
- Develop proposals for business and industry use of public school facilities on evenings, weekends, and summers.
- Encourage cooperation among schools, city, and universities to develop ideas for joint use of respective grounds.
- Encourage growth of rural education partnerships.
- Acquire more equipment and transportation for apprenticeship programs.
- Encourage businesses to go to the schools.
- Provide educators with incentives, such as certification in school-business/community partnerships.
- Provide inservice training for educators.
- Provide leave for teachers to attend workshops.
- Establish local and statewide clearinghouses for partnership information.
- Promote more Chamber of Commerce involvement.

- Promote the creation of a statewide association of Chambers of Commerce to facilitate statewide information sharing.
- Obtain public support from School Board.
- Establish trust and communication among educators and between educators and private sector.
- Get parents more actively involved in schools.
- Obtain more funding from grants (hold workshop for grant writing).
- Involve more people, especially more community leaders in conferences like this one (by Project WISE).
- Follow through with ideas generated at such meetings.
- Disseminate report of this meeting to high-level people.

Participants evaluated the conference itself with the following comments:

- Need to continue group "think tank" type meetings (as at WISE conference) with follow-through.
- Need to have recommendations and follow-through functions funded.
- Working lunch is effective - lengthen amount of time. Prioritize number of things to get done during this amount of time.
- Media coverage good and helped legitimatize the conference.
- Guest list should include more high level people. Also realize a need for workers.
- De-briefing session for high level people. "Ex-V.P. report and have Terry report to other high level people."
- We want "We are WISE Guys" buttons.
- We reached consensus on a number of ideas in an easy manner. The process used was good. Recording group information provided an avenue to follow.

Albuquerque Join-a-School
and Project WISE of the
Southwest Educational Development Laboratory

1985 Working Conference
Regent Hotel
401 Second Street, SW
Albuquerque, New Mexico

July 24-25, 1985

Objectives: (1) To share information with regard to improving the processes of education-private sector collaboration

(2) To suggest procedures for making this information available and useful to other practitioners

Agenda

Wednesday, July 24

12:30 - 1:30 p.m.	Registration
1:30 - 2:00 p.m.	Introductions and Overview
2:00 - 2:20 p.m.	The Developing National, Regional, and New Mexico Partnership Scenes
2:20 - 2:35 p.m.	Discussion
2:35 - 4:15 p.m. (Includes break)	The Albuquerque Join-a-School Program: Where We Are Now and Where Do We Want To Go?
4:15 - 4:30 p.m.	Review of the Day and Overview of Tomorrow
4:30 p.m.	Adjourn for the Day

Thursday, July 25

8:00 - 8:30 a.m.	Coffee and Conversation
8:30 - 11:45 a.m. (Includes break)	How Do We Get To Where We Want To Go?
11:45 a.m. - 1:30 p.m.	Working Lunch
1:30 - 4:00 p.m.	How Can We Help Others (in New Mexico and Elsewhere) Get To Where They Want To Go?
4:00 - 4:30 p.m.	Next Steps
4:30 p.m.	Adjourn

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July 23-24, 1985

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Albuquerque
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New Orleans, Louisiana
August 13-14, 1985

The New Orleans Working Conference, like that in Albuquerque, consisted primarily of activities based on an organizational development process but with slight variations. A series of alternating small and large groups met to (1) access the current progress of the program, (2) develop a list of high-priority objectives the school-business partnership might accomplish under ideal conditions (ample funds, time, etc.), and (3) evaluate the practicality of accomplishing these objectives, classifying them in terms of difficulty--most difficult, less difficult, and least difficult--and identify obstacles to accomplishment. The participants then discused how one particular type of resource, an educational foundation, would help overcome the barriers or difficulties listed. Their last step was to generate ideas for a specific strategy, a conference on technology to be held in the spring.

The conference had three objectives. These were:

(1) To share information with regard to improving the processes of education-private sector collaboration;

(2) To plan how to help the New Orleans Public Schools establish an education foundation; and

(3) To plan how to help the New Orleans Public Schools establish a high technology magnet high school.

Twenty-nine participants attended the New Orleans Working Conference, which was held at the Maison Deputy Hotel, 1001 Rue Toulouse, New Orleans. An agenda and a list of participants follows this conference summary. The participants represented the following roles:

Educators (14)
    2 Principals
    3 Teachers
    1 School of Education dean
    2 State Department of Education staff members
    1 Assistant Superintendent for High Schools
    1 Supervisor of Science and Mathematics
    1 Supervisor of Senior High Schools
    1 Director of School and Business Partnership
    1 Other central office staff members
    1 SEDL
Business representative (8)
Metropolitan Area Committee members (2)
Board of Trustees (2)
Office of the Civil Sheriff (2)
U.S. Navy (1)

For two months prior to the conference, Project WISE provided information to the New Orleans S-BP Director regarding the establishment of an education foundation and a high technology magnet high school. The

Director duplicated this material and disseminated it to key people, including those who would be invited to the conference. This material provided the basis for small and large group discussions in which conferees added information concering potential resources and key individuals to contact. The group discussions generated suggestions for the foundation and the magnet high school.

Major points can be highlighted with regard to the three major topics:

- Enhancing school-business collaboration
- Improving the community context for collaboration
- Establish shared goals
- Identify and prioritize educational needs
- Locate and fully utilize resources
- Build mutual trust
- Improve communication
- Estblish partnerships with high-visibility partners such as airlines, investment firms, petroleum corporations.
- Expand the Junior Achievement Program
- Encourage business groups rather than educators to use their expertise to raise funds
- Create a clearinghouse for information about all school-business partnership activities
- Develop a concerted public awareness campaign
- Build a strong internship program in which practitioners work with individual students in a training/mentor relationship
- Recommendations for an educational foundation
- Build community consensus for a single foundation
- Contact specific sources for technical assistance and funding
- Make optimal use of local human and financial resources
- Recommendations for a high technology program at a high school
- Hold a "high tech" conference to build community and school (including student) awareness and interest
- Indentify and dialog with succesful programs

- Inventory resources in local business/industry, higher education, government, and other organizations

- Attempt a tri-parish cooperative effort

- Consider cooperative efforts with the Junior League

Participants evaluated the conference by offering the following suggestions and assessments:

Statement	No. of people who agree with each statement
- The conference was very productive	(16)
- The small group/large group arrangement was productive	(16)
- We needed more time on what other school-business partnerships (SBP) are doing	(4)
- We needed more time in conference, 2 days instead of 1-1/2	(13)
- We needed only 1 day, run until 7 p.m.	(1)
- The time spent on magnet schools was especially beneficial	(8)
- The time spent on foundations was especially beneficial	(7)
- The time spent on magnets and foundations was equally beneficial	(1)
- Project WISE should continue to send SBP information to LTs, especially on what other high tech magnet schools are doing	(15)
- Project WISE should send SBP information to all participants	(1)
- Project WISE should continue to provide to MAC information about raising funds for foundations	(7)
- Members of the School Board and City Council should receive a report of the conference	(16)
- Follow-up on this conference should begin today	(16)

- We need more meetings like this to involve more school and business leaders, especially new school administrators who will start this year (16)
- Project WISE should continue providing TA to the New Orleans SBP (16)

Total number in evaluating group = 16

School-Business Partnership
of the New Orleans Public Schools
and Project WISE
of the Southwest Educational Development Laboratory

1985 Working Conference
Maison Dupuy Hotel
1001 Rue Toulouse
New Orleans, Louisiana

August 13 & 14, 1985

Objectives:

(1) To share information with regard to improving the processes of education-private sector collaboration.

(2) To plan how to help the New Orleans Public Schools establish an education foundation.

(3) To plan how to help the New Orleans Public Schools establish a high technology magnet high school.

Agenda

Tuesday, August 13

9:30 - 10:00 a.m.	Registration, Coffee, and Conversation
10:00 - 10:30 a.m.	Introductions and Overview
10:30 - 11:00 a.m.	Discussions of the Developing National, Regional, and Louisiana Partnership Scenes
11:00 - 11:50 a.m.	The New Orleans School-Business Partnership: Where Do We Want To Go? and How Do We Get There?
11:50 - 1:00 p.m.	Catered Lunch
1:00 - 1:30 p.m.	Ideas for Establishing a New Orleans Education Foundation
1:30 - 3:00 p.m.	Plans for Establishing the Foundation
3:00 - 3:15 p.m.	Review of the Day and Overview of Tomorrow

Wednesday, August 14

8:30 - 9:00 a.m.	Coffee and Conversation
9:00 - 10:50 a.m. (includes break)	Ideas for establishing a High Technology Magnet High School
10:50 - 11:20 a.m.	Plans for Establishing the High School

11:20 - 11:40 a.m. Next Steps

11:40 - 12:00 noon Evaluate and Adjourn

Conference Participant List
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August 13-14, 1985

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Austin, Texas
August 16, 1985

The Austin Liaison Team recommended that its working conference focus on helping principals manage school-business partnerships more effectively. Project WISE staff then met with AISD's Assistant Superintendent for Secondary Education, Director of Secondary Programs and Services, and Assistant Superintendent for Elementary Education to develop specific objectives and plan the conference. During this planning, a decision was made to hold one conference for secondary school leaders, and a second conference for elementary school leaders.

The theme of the first meeting was "Involving Principals in School and Business/Community Partnerships." Its overall goal was to enhance the role of principals in the AISD's school and business/community partnership efforts.

The objectives set for the first Austin Working conference, held August 16, 1985, at the Junior League Conference Room in Austin, were:

1. To share information about the importance of involving principals in the AISD's school and business/community partnership efforts.
2. To identify educational issues/concerns of the AISD principals and business representatives that school and business/community partnership efforts can help resolve.
3. To elicit practical strategies for obtaining information and resources from schools and businesses/the community that can help develop more effective partnership efforts in the AISD.
4. To outline the major components of a sample action plan which involves principals in school and business/community partnership efforts for improving schools and education in the AISD.
5. To produce and disseminate a sample action plan for use by the AISD principals and business/community representatives which will improve schools and education through partnership efforts.

Outcomes of the conference were anticipated to be:

1. Principals will better understand the importance of school and business/community partnerships in education.
2. Business/community representatives will better understand the educational issues/concerns in the AISD schools.
3. Principals will have more insights regarding the educational issues/concerns of the business/community sector.
4. Principals will be more knowledgeable about the additional resources that are available from the business/community sector to help resolve school issues/concerns.

5. Business/community representatives will be more knowledgeable about the resources principals and other AISD staff need and/or can offer.

6. Principals and business/community representatives will be more knowledgeable about how to cooperate in establishing school and business/community partnership efforts.

7. Outline of sample action plan to help facilitate the increase of school and business/community partnership efforts will be developed.

The 48 participants in the first Austin Working Conference represented the following job roles:

Educators (27)
- 1 Assistant Superintendent, Secondary Education
- 1 Director of Secondary Programs and Services
- 1 Assistant Superintendent for Operations and Community Resources
- 1 Director, Management Information
- 3 Principals
- 16 Assistant principals
- 1 Dropout Program Coordinator
- 1 Teenage Parent Program Administrator
- 1 Assistant Dean of College Education
- 1 Executive Director, Texas Association of Secondary School Principals

Business and community representatives (17)
- 8 business representatives
- 1 Governor's Office representative
- 1 State legislator
- 4 Chamber of Commerce, including Capital City and Hispanic Chamber of Commerce representatives
- 1 Hospital representative
- 2 Media representatives

SEDL representatives (4)

A copy of the agenda and the participant list follows this summary.

The opening presentation for the conference was entitled, "The Importance of School and Business/Community Partnerships: An Overview and Some Insights," delivered by the Program Manager-University/Secondary School Relations in Texas, International Business Machines, Inc. Following this were questions and comments about the presentation.

Next was a discussion by a panel composed of the Director of the Texas Governor's Office for Community Leadership; the Chamber of Commerce Vice President for Quality of Life; the Director of Government and Public Affairs, the Microelectronics and Computer Technology Corp.; the Executive Director of the Texas Association of Secondary School Principals; and the

AISD Assistant Superintendent for Operations and Community Resources. The panel presentation was followed by a discussion session.

During a working lunch, there were two informal presentations on "Effective School/Business Partnerships: Priorities and Issues." These were chaired by the Director of Management Information for AISD. One presentation was by the Assistant Superintendent for Secondary Education, AISD. The other was by a business representative who is chairman of the Chamber of Commerce Task Force for Prevention of School Dropouts.

Following lunch there were three-part, concurrent small group sessions: (1) "Principals Speak to Business Partners," (2) "Business Partners Speak to Principals," and (3) "Forging the School/Business Partnership." After these there was a general session, "Formulating the Outline of a Sample Plan." This included highlight reports from each small group and a session on developing an outline of major components for sample action plan to help foster broader school and business/community partnership efforts.

To evaluate the conference, participants were asked to use a rating scale to indicate how beneficial each workshop event was. Results are shown below, with numbers in each cell revealing how many participants ranked that event by the number in the rating scale.

Workshop Events	Very Beneficial 1	2	Beneficial 3	4	Not Beneficial 5
1. Informal Presentations	5	5	5	1	1
2. Small Group Discussion	7	8	2		
3. Panel Discussion	6	3	7	1	
4. Presentation	4	5	5	2	1
5. General Session	5	4	8		
6. Informal Networking/linking	4	8	5		
7. Lunch	10	4	2		
8. Overview	4	7	4		

In addition, participants were asked what additional kinds of information ~~or~~ resources would be helpful to become more involved with school and business/community partnership efforts in AISD. Their responses included the following:

- more honest sharing opportunities between all members of our community on our mutual problems - school people teacher, students, administrators, business people, and parents.

- information about successful programs around the country.
- time for assistant principals to talk more with business and increase communication; time outside the school day to do so.
- examples of school partnerships already in motion and lists of businesses interested in participating.
- more seminars such as this to generate ideas and understanding.
- the involvement of more parents and community members is such meetings.
- get the chamber of commerce to establish an umbrella group to help students get into the work of the businesses associated with schools.

School and Business/Community
Partnership Workshop
August 16, 1985

AGENDA

9:45 - 10:00:	Registration, Refreshments and Informal Interaction
10:00 - 10:20:	**OVERVIEW AND INTRODUCTIONS** Dr. David L. Williams, Jr. Southwest Educational Development Laboratory (SEDL)
10:20 - 10:35:	**WELCOME AND GREETINGS** Dr. Freda Holley, Assistant Superintendent for Secondary Education Austin Independent School District (AISD) Ms. Crispin Ruiz Community Affairs Director Austin Chamber of Commerce Mr. Harold Massey Executive Director Texas Association of Secondary School Principals (TASSP)
10:35 - 10:40:	**INTRODUCTION OF WORKSHOP PRESENTER** David Williams - SEDL
10:40 - 11:00	**PRESENTATION** Mr. Gerald S. Briney, Program Manager - University/Secondary School Relations in Texas International Business Machines, Inc. Austin, Texas "The Importance of School and Business/Community Partnerships: An Overview and Some Insights"
11:00 - 11:10:	**QUESTIONS/COMMENTS FROM AUDIENCE TO GERRY BRINEY**
11:15 - 11:50:	**PANEL DISCUSSION, "The Importance of Administrative Team Involvement in AISD's School/Business Partnership Efforts"** Moderator - Mr. Dan Bullock Director, Community Leadership Governor's Office Panelists - Ms. Robena Jackson, Vice-President Quality of Life Austin Chamber of Commerce

- Mr. William Stotesbery
  Director of Government and Public Affairs
  Microelectronics and Computer Technology
  Corporation

- Mr. Harold Massey
  Executive Director
  Texas Association of Secondary School
  Principals

- Dr. Charles Akins
  Assistant Superintendent for Operations
  and Community Relations
  Austin Independent School District

11:50 - 12:00: **QUESTION/ANSWER/COMMENT SESSION**

12:00 - 12:40: **LUNCH**

12:40 - 1:00: **INFORMAL PRESENTATIONS - "Effective School/Business Partnerships: Priorities and Issues**

Leader - Dr. Glynn Ligon. Director,
Management Information
Austin Independent School District

Presenters - Dr. John Ellis, Superintendent
Austin Independent School District

- Mr. Gus Garcia, CPA - Partner
  Garcia-Morrison & Company

1:00 - 1:15: **BREAK**

1:15 - 1:20: **SMALL GROUP SESSION OVERVIEW, FORMAT, AND PROCEDURES**
David Williams, SEDL

1:20 **CONCURRENT SMALL GROUP SESSIONS - Parts One - Three**

1:20 - 1:35: Part One - "Principals Speak to Business Partners"

1:35 - 1:50: Part Two - "Business Partners Speak to Principals"

1:50 - 2:20: Part Three - "Forging the School/Business Partnership"

2:20 - 2:30: **BREAK**

2:30 - 3:45: **GENERAL SESSION - "Formulating the Outline of a Sample Plan"**

Leader - Dr. Lowell Bethel, Assistant Dean
College of Education
The University of Texas

- o Five minute highlight reports from each small group reporter
- o Developing outline of major components for sample action plan* to help foster broader school and business/community partnership efforts.

* A team of AISD, business/community persons and SEDL staff will be organized to draft finalize, produce and disseminate the sample action plan.

3:45 - 3:55: **WORKSHOP EVALUATION**

3:55 - 4:00: **CLOSING REMARKS**

- Freda Holley, AISD
- David Williams, SEDL

4:00: **ADJOURN**

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PARTICIPANT LIST
SCHOOL AND BUSINESS/COMMUNITY PARTNERSHIP WORKSHOP

Austin, Texas
August 16, 1985

Austin Independent School District Officials

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Assistant Superintendent
Secondary Education

Ms. Gloria Williams
Director
Secondary Programs and Services

Dr. Charles Akins
Assistant Superintendent
Operations and Community Resources

Dr. Glynn Ligon
Director, Management Information

AISD Secondary Principal, Assistant Principal and Coordinator Participants

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Principal
Evening High School

Claire Breihan
Assistant Principal
Austin High School

Johnny Brown
Assistant Principal
O'Henry Junior High School

Barry Crist
Assistant Principal
Crockett High School

Leroy Davis
Assistant Principal
Dobie Junior High School

Billie Franke
Dropout Program Coordinator
Learning Resource Center
Baker Campus

Nick Gonzalez
Assistant Principal
Burnet Junior High School

Fred Henry
Assistant Principal
Pearce Junior High School

Ida Jackson
Assistant Principal
Lanier High School

Tina Juarez
Administrator
Teenage Parent Program
Allan Campus

Oscar Kellner
Associate Principal
Reagan High School

Paula McGee
Assistant Principal
Travis High School

Eddie Orum
Principal W. R. Robbins Secondary School

Gene Parker
Assistant Principal
Lamar Junior High School

Roberto Perez
Assistant Principal
Anderson High School

Lupe Serna-Lopez
Assistant Principal
LBJ High School

Sue Sinkin
Assistant Principal
Science Academy

Raymond Smith
Assistant Principal
Johnston High School

Becky Van Shellenbeck
Assistant Principal
Bedichek Junior High School

Mike Vassallo
Assistnt Principal
Murchison Junior High School

Libron Washington
Assistant Principal
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Division of Family, School and Community Studies

Ms. Sylvia Lewis
Administrative Secretary
Division of Family, School and Community Studies

Austin, Texas
November 1, 1985

The second Austin Working Conference was similar to the first, but designed for school leaders at the elementary level. Its theme was "Involving Elementary School Leaders in School/Business Partnerships," but its overall goal was to enhance the role of elementary school leaders in Austin's school and business/community partnerships.

The objectives for the second Austin Working Conference, which was held at the Howard Johnson Hotel, Austin, were:

1. To emphasize the importance of involving elementary school leaders in the AISD's school and business/community partnership efforts.

2. To identify educational issues/concerns of the AISD elementary school leaders and business representatives that school and business/community partnership efforts can work on to improve schools.

3. To elicit practical strategies for accessing information and resources from schools and businesses/the community that elementary school leaders can employ or utilize AISD schools.

4. To outline the major components of a sample action plan involving elementary building leaders in school and business/community partnerships efforts for improving schools and education in AISD.

5. To produce and disseminate a sample action plan that AISD elementary school leaders and business/community partners can use to improve schools and education through partnership efforts.

The outcomes were:

1. Elementary school leaders gained insights regarding the educational issues/concerns of the business/community sector.

2. Elementary school leaders became knowledgeable about the additional resources that are available from the business/community sector to help resolve school issues/concerns.

3. Elementary school leaders and business/community representatives became more knowledgeable about how to cooperate in establishing school and business/community partnership efforts.

4. Outli~~ne~~ of a sample action plan to help facilitate the increase of school and business/community partnership efforts was developed.

The 99 participants in the second conference represented the following roles:

Educators (74)
1 Associate Superintendant for Instruction
1 Assistant Superintendant for Operations and Community Relations
1 Assistant Superintendant for Elementary Education
1 Assistant Director of Planning and Interface

3	Supervising Principals
50	Principals
1	Assistant Principal
2	Helping Teachers
3	Teachers
1	Counselor
1	Administrative Intern
1	Administrative designee
1	Assistant Dean, College of Education
1	Professor of Curriculum and Instruction
1	Assistant to the Vice President for Student Affairs, School of Law
1	Executive Director, Texas Elementary Principals and Supervisors Association
1	Professor of Educational Administration
1	Provost Officer
1	Director of Admissions and Records
1	Director of EEO/AA

Business and Community Representatives (21)

13	Business Representatives
1	Assistant Director of Aviation, City of Austin
1	Director of Psychological Services, Austin Police Dept.
1	Minister
1	Executive Director, Austin Minority Economic Development Corp.
1	Executive Director, Austin Area Urban League
1	Education Director, Austin Chamber of Commerce
1	Psychologist
1	Media Representative

SEDL Representatives (4)

A copy of the agenda and the list of participants follows this summary.

After an opening presentation by a representative of the Watson Group (an association of Austin Real Estate builders, developers, and architects), a panel convened to discuss the importance of elementary school leaders in AISD's school/business partnership efforts. Panelists were an account executive with Kidder Peabody and Company, the Executive Director of the Austin Area Urban League, a Professor of Curriculum and Instruction at the University of Texas at Austin, the Executive Director of the Texas Elementary Principals and Supervisors Association, and the AISD Assistant Superintendent for Operations and Community Relations. The panel presentation was followed by a question and comment session.

During a working lunch, two informal presentations on the priorities and issues of effective school and business/community partnerships were given. One presentation was by the AISD Superintendent for Elementary Education and the second was by the Director of Administrative Services for IBM Corp. This session's leader was the AISD Assistant Director for Planning and Interface.

After lunch there were nine three-part, concurrent small group sessions: (1) "Principals Speak to Business/Community Partners," (2) "Business/Community Partners Speak to Principals," and (3) "Forging the School and Business Community Partnership." A general session following the small groups provided time for reports from the small groups and for developing an outline for a sample action plan to foster school/community partnerships.

To evaluate the conference, participants were invited to complete a rating scale, which is reproduced below with the numbers of respondents who ranked each workshop event by the corresponding number on the scale.

Workshop Events	Very Beneficial 1	2	Beneficial 3	4	Not Beneficial 5
1. Informal Presentations	3	12	15	3	2
2. Small Group Discussion	20	11	4	3	1
3. Panel Discussion	3	6	18	6	2
4. Presentation	5	14	12	3	2
5. General Session	6	13	8	8	2
6. Informal Networking/linking	7	11	14	1	1
7. Lunch	9	11	12	1	0
8. Overview	6	13	11	2	2

Participants also requested additional kinds of information or resources to help them become more involved in school and business/community partnerships. These included:

- more seesions like the Working Conference
- more time and assistance to implement successful partnerships
- increased participation of business in the schools
- informing teachers about partnership possibilities
- a Leadership Austin Academy for AISD principals
- a list of businesses willing to help schools
- a network to link school needs with business resources

School and Business/Community
Partnership Workshop
Austin, Texas
November 1, 1985

AGENDA

9:45 - 10:00: Registration, Refreshments and Informal Interaction

10:00 - 10:20: **OVERVIEW AND INTRODUCTIONS**
Dr. David L. Williams, Jr.
Southwest Educational Development Laboratory (SEDL)

10:20 - 10:35: **WELCOME AND GREETINGS**
Dr. Gonzalo Garza, Associate Superintendent for Instruction
Austin Independent School District (AISD)

Ms. Crispin Ruiz
Education Director
Austin Chamber of Commerce

Mr. Brad Duggan
Executive Director
Texas Elementary Principals and Supervisors Assn.

10:35 - 10:40: **INTRODUCTION OF WORKSHOP PRESENTER**
Dr. David L. Williams, Jr. - SEDL

10:40 - 10:55 **PRESENTATION**
Mr. J. Jette Campbell
Partner The Watson Group
Austin, Texas

10:55 - 11:05: **QUESTIONS/COMMENTS FROM AUDIENCE TO Jette Campbell**

11:05 - 11:40: **PANEL DISCUSSION, "The Importance of Elementary School Leaders in AISD's School/Business Partnership Efforts"**

Moderator - Mr. Dan Bullock
Account Executive
Kidder-Peabody and Company, Inc.

Panelists - Ms. Dian Harrison
Executive Director
Austin Area Urban League

- Dr. Gloria Contreras
  Department of Curriculum and Instruction
  College of Education
  The University of Texas at Austin

- Mr. Brad Duggan
  Executive Director
  Texas Elementary Principals and
  Supervisors Association

- Dr. Charles Akins
  Assistant Superintendent for Operations
  and Community Relations
  Austin Independent School District

11:40 - 11:50: **QUESTION/ANSWER/COMMENT SESSION**

11:50 - 12:30: **LUNCH**

12:30 - 12:50: **INFORMAL PRESENTATIONS - "Effective School and Business/Community Partnerships: Priorities and Issues"**

Leader - Mr. Dan Robertson. Asst. Director of
Planning and Interface
Austin Independent School District

Presenters - Mrs. Ruth MacAllister, Assistant
Superintendent for Elementary Education
Austin Independent School District

- Mr. Sam Zigrossi
  Director of Administrative Services
  IBM Corp.

12:50 - 1:05: **BREAK**

1:05 - 1:10: **SMALL GROUP SESSION OVERVIEW, FORMAT, AND PROCEDURES**
Al King - SEDL

1:10 **CONCURRENT SMALL GROUP SESSIONS - Parts One - Three**

1:10 - 1:20: Part One - "Principals Speak to Business/Community Partners"

1:20 - 1:30: Part Two - "Business/Commnity Partners Speak to Principals"

1:30 - 1:50: Part Three - "Forging the School and Business/Community Partnership"

1:50 - 2:00: **BREAK**

2:00 - 2:45: **GENERAL SESSION - "Formulating the Outline of a Sample Plan"**

Leader - Dr. Al King - SEDL

- o Developing outline of major components for sample action plan* to help foster broader school and business/community partnership efforts.

* A team of AISD, business/community persons and SEDL staff will be organized to draft, finalize, produce and disseminate the sample action plan.

2:45 - 2:55: WORKSHOP EVALUATION

2:55 - 3:00: CLOSING REMARKS

- Ruth MacAllister, AISD

- David Williams, SEDL

3:00: ADJOURN

PARTICIPANT LIST
SCHOOL AND BUSINESS/COMMUNITY PARTNERSHIP WORKSHOP

Austin, Texas
November 1, 1985

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Associate Superintendent for Instruction

Mrs. Ruth MacAllister
Assistant Superintendent
Elementary Education

Dr. Charles Akins
Assistant Superintendent for Operations and Community Relations

Mr. Dan Robertson
Assistant Director of Planning and Interface

AISD Elementary School Leaders

Estelle Brooks
Supervising Principal

Jose Flores
Supervising Principal

Joe Dan Mills
Supervising Principal

Anita Coy
Principal
Allan Elementary School

E. R. Hinojosa, Jr.
Principal
Allison Elementary School

Mary Bentley
Helping Teacher
Andrews Elementary School

Amelia Mendez
Principal
Barrington Elementary School

Charles Latterell
Principal
Barton Hills Elementary School

Judy Lusk
Principal
Becker Elementary School

Aguileo Perez
Teacher
Blackshear Elementary School

Grey Swimelar
Principal
Blanton Elementary School

Katherine Williams-Carter
Principal
Brentwood Elementary School

Rudolph Munguia
Principal
Brooke Elementary School

Leticia Hinojosa
Principal
Brown Elementary School

Roberto Perez
Principal
Bryker Woods Elementary School

George Manning
Principal
Campbell Elementary School

Ms. Amy Kinkade
Principal
Casis Elementary School

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John Combs
Principal
Cook Elementary School

B. G. Henry
Principal
Cunningham Elementary School

Dan Akery
Principal
Dawson Elementary School

Wayne King
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Doss Elementary School

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Principal
Graham Elementary School

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Principal
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Linda Bloomer
Teacher
Highland Park Elementary School

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Principal
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Administrative Intern
Houston Elementary School

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Assistant Principal
Joslin Elementary School

Arturo Arce
Principal
Langford Elementary school

Mary Lou Clayton
Principal
Lee Elementary School

Armando Saenz
Principal
Linder Elementary School

Carol Bell
Principal
Maplewood Elementary School

Evelyn Wilson
Administrative Designee
Mathews Elementary School

L. R. Knauth
Principal
Menchaca Elementary School

Jorge Rodriguez
Principal
Metz Elementary School

Jane Runnels
Principal
Norman Elementary School

Graciela Morales
Assistant Principal
Oak Hill Elementary School

Bobbie Lilljedahl
Helping Teacher
Oak Hill Elementary School

L. C. Jones
Principal
Oak Springs Elementary School

Orphalinda Bazan
Counselor
Odom Elementary School

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Principal
Ortega Elementary School

Sheila Anderson
Principal
Patton Elementary School

Doris Panosh
Principal
Pease Elementary School

Elaine Farrington
Principal
Pecan Springs Elementary School

Johnson Hildebrand
Principal
Pillow Elementary School &
Summit Elementary School

Kay Beyer
Principal
Pleasant Hill Elementary School

Mary Kinkel
Principal
Read Elementary School

Alan Huffman
Principal
Reilly Elementary School

Luther Simond
Principal
Ridgetop Elementary School

Val Taylor
Teacher
St. Elmo Elementary School

Ed Leo
Principal
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Alma Perry
Principal
Sims Elementary School

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Principal
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Valerie Walker
Principal
Travis Heights Elementary School

Iona Jaimes
Principal
Walnut Creek Elementary School

Roland Johnson
Principal
Webb Elementary School

Mary Stinson
Principal
Williams Elementary School

Cecil Wright
Principal
Winn Elementary School

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Oklahoma City, Oklahoma
September 25, 1985

The Oklahoma City Project WISE Working Conference was held in the Sheraton Hotel Ballroom in Oklahoma City, September 25, 1985. Approximately 250 participants representing education, business, and the Chamber of Commerce, Junior League and other community organizations attended. There were also 10 representatives of businesses, the Chamber of Commerce, and Education in Edmond and Putnam City, two suburbs of Oklahoma City.

Planning for the conference was done by representatives of the four conference sponsors, including Project WISE, the Oklahoma Schools, Chamber of Commerce and Junior League. After the sponsors set the conference purpose and goals, a brochure was developed by the Junior League and mailed to 500 representatives of Education and businesses and other community organizations. The brochure included a conference registration form, a preliminary agenda, and the following information:

"PARTNERS IN EDUCATION"

Symposium and Luncheon

Sponsors:
- OKC Junior League
- OKC Chamber of Commerce
- OKC Public Schools:
  - Adopt-A-School Program
  - Foundation, Inc.
- Southwest Educational Development Laboratory - Project WISE

Purpose of Symposium:

Orientation and training for business and schools involved in the OKC Public School Adopt-A-School Program, including detailed "how to" sessions for forming quality partnerships. Also included are presentations highlighting an award-winning partnership and new techniques in working with volunteers.

Goals of Symposium:

1) To develop community support for Oklahoma City Public Schools by forming lasting partnerships and/or financial support between local businesses and the OKC schools.

2) To achieve quality partnerships and to strengthen the Adopt-A-School Program/OKC Public School Foundation, Inc.

3) To promote volunteerism in the business sector.

A copy of the final agenda follows this discussion.

The President of the Oklahoma City Junior League and the co-chair of its "Partners in Education" opened the conference. They stressed the League's commitment to the Oklahoma City Adopt-a-School Program and described their participation in it. The League's participation included the sponsoring of an evening banquet the previous week for 200 business leaders they hoped to get interested in Adopt-a-School. The Junior League also has volunteered time of 10 of their members during 1985 and 1986.

The Superintendent of the Oklahoma City Public Schools spoke of his commitment and hopes for the Adopt-a-School program. The Coordinator of the Adopt-a-School Program described some of its successes and needs. The President of theSchool Board of Trustees and of the Oklahoma City Public Schools Foundation, Inc. discussed the foundation and, in general terms, how it might help fund some collaborative school improvement efforts. The Senior Researcher of Project WISE gave an overview of the scope of educational partnership in the nation and SEDL region. The keynote address was given by the Director of the Memphis, Tennessee Adopt-a-School Program.

Following the keynote address were two concurrent one-hour "How to" Sessions. These group sessions included four short presentations and then question and answer interaction between the presenters and participants. One group featured the Director of the Division of Family, School, and Community Studies and the Senior Researcher of Project WISE, both of SEDL, and the Coordinator of the Oklahoma City Adopt-a-School Program, one of the co-chairs of the Junior League Partners in Education Project, a member of a local architecture firm that had adopted the sixth grade of several Oklahoma City schools. Participants were Oklahoma City principals and school patrons. The second group session featured the Director of the Memphis Adopt-a-School Program, the Coordinator of the Oklahoma City Adopt-a-School Program, two members of the Junior League, and corporate/private sector conference participants.

Approximately 485 persons, including the Parners in Education Conference, attended a Forum Luncheon hosted by the Oklahoma City Chamber of Commerce. The luncheon keynote speaker was the President of the University of Oklahoma. He and other city leaders on the luncheon program discussed the need for the potential of partnerships in education.

Following the luncheon there was a one-and-one-half hour informal discussion. This included 48 principals and assistant principals, 10 members of the Junior League Partners in Education Program, the Coordinator of the Oklahoma City Adopt-a-School Program, the Director of the Memphis Adopt-a-School Program, and the Senior Researcher of Project WISE. The questions and answers of the Senior Researcher were based in part on information he had obtained in telephone interviews with six Oklahoma City principals. Results of these interviews are attached.

Input from Oklahoma City Schools Principals:
Results of Telephone Interviews with Six Selected Principals
Recommended by Saundra Vallejo,
September 16, 1985
by Al King, Ways to Improve Schools
and Education (WISE) Project

Principals were asked about concerns of theirs that they would like to discuss in a workshop setting with Junior League, Chamber of Commerce, business, and other community representatives, or with representatives of as many of these groups as possible.

The principals were remarkably accessible and willing to discuss their concerns. They are clearly interested in and supportive of school and business partnerships. It is also clear that they have valuable partnership information that they can share with other principals and community representatives.

Principal #1, Elementary

Would like to have business representatives present in session.

Put more stress on how business benefits from partnerships
    Better employee base for example

Both school and business tend to think in small terms
May not know what to ask for
    Think big
    Get staff to think about needs and opportunities

    Businesses not aware of what have that can be used
        Tutor in math and science for example
        Extension of regular classroom work

Some principals afraid to get out and look for business
    Puts them in a funny position
        Going in with hand out

    Principals need training on how to find adopters and identify resources
        Not hard to do

        Personal contact is best way

Principal #2, Elementary

One of main things business does not understand, is need **people** to work in building, not money itself
    Exs: People to
        hear child read
        work with small group
            as guided by teacher

Need businesses that can work out a unit with a school; longer term
    Ex: bank help with school store
        bring in economy and math aspects
        maybe pseudo bank with checks

    Get good working relationship on projects
        Ex.: architects and 6th grade to design city

Need more support
    Need positive feedback of businesses to each other; information to community

Bottom line - What can we do to get people in buildings rather than repeat gossip
    Public needs to know what good things schools are doing

Get people into schools

Suggestion: Business Visitation Day

Principal #3, Secondary

I know principals have difficult time getting into community to help get community support.

Not enough follow-through

Business has constraints also
    They need 2 months lead time
        Teachers can't operate that way
        All need to know/be aware of situation of others

We've had fairly successful approach and relationships with business partners as far as having partners sign-up and stay with us

Principal 4, Secondary

(1) Partnership is new in our school, I need information that would help me
        How to get organized
        How to get staff involved
        How to find adopters

    Elementary has easier time

    My staff is hesitant

(2) Schools need to identify needs
        Business thinks we just want money
        We need training on how to approach
            Maybe a "how to" brochure

    I have begun to get staff involved
    I have begun to get parents involved

Trying to match needs and resources

My staff and I can't get out to recruit

Need (1) time and (2) approaches

Ex.: - Tentatively scheduled time with potential adopters but don't have time
- Trying to develop team to take over efforts

Principal #5, Secondary

(1) A basic problem we face as administrators is financial
Know business can't do this directly

(A) Maybe support in extracurricular activities
Field trips
Symphony, arts for examples

Lots of facilities out of reach of our mostly poor kids

Teachers and principals have talked about this

(B) Maybe furnish equipment that is discarded or not being used = computers, copiers, etc.

Can we figure out ways business can help in these two ways and other ways?

(2) How can business help us with career awareness?
Kids not much in contact with businesses or professional people or college educated people
Speakers
Demonstrations
Similar to architects
Let kids see broader options for careers

Principal #6, Secondary

(1) Main concerns:

Would like to get business people involved
to have input from them, not necessarily material goods or money
but their know-how
what can we do in classroom to help prepare students for work?

People to tell:
How their business works
How free enterprise system works
Kids ideas about careers
How teachers can access this information

What do I need to do for this?

(2) Also generally what else businesses can do to help
    Ex.: computers
        ways to upgrade in a class and in entire school

OKC Chamber of Commerce
"Partners In Education"
1 Santa Fe Plaza
Oklahoma City, OK 73102

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Stamp

OKC JUNIOR LEAGUE

"Partners In Education"

Ann Felton	President
Marca Floyd	Co-Chairman
Susan Corp	Co-Chairman
Sherry Sullivan	Project Manager
Kathy Woodall	Publicist
Betty Semtner	Member
Diane Ferguson	Member
Janie Axton	Member
Karen Vollbrecht	Member
Madelynn Bartley	Member
Marilyn Henderson	Member
Peggy Duncan	Member
Robin Sheriff	Member
Susan Robertson	Member

OKC CHAMBER OF COMMERCE

GENE COX
Telephone: 278-8964

OKC ADOPT-A-SCHOOL PROGRAM

SAUNDRA VALLEJO
Coordinator
Telephone: 272-5554

OKLAHOMA CITY PUBLIC SCHOOLS FOUNDATION, INC.

Board of Trustees

Ray Potts	President
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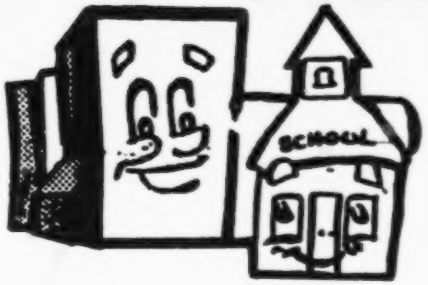
Bruce Feiertag	Treasurer

Adopt·a·School



OKC Junior League

OKC Chamber of Commerce

OKC Public Schools

"Partners In Education"

DATE: September 25, 1985
PLACE: Sheraton Hotel Ballroom
TIME: 8:00 a.m. - 1:30 p.m.

The future of our OKC community is dependent on the quality of education provided. It affects not only the education of our future leaders, but also the ability of OKC to attract and keep new industry. Involvement of the private sector acts to promote high standards and quality in the public school system.

"Partners in Education"

AGENDA

	Registration and Breakfast Buffet	
	Welcome/Introductions/Opening Remarks	
	Welcome	Mrs. Susan Corp, OKC Junior League Co-Chair "Partners in Education"
	Introductions	Mrs. Ann Felton, President, OKC Junior League
	Oklahoma City Public Schools	Dr. Arthur Steller, Superintendent, OKC Public Schools
	Adopt-A-Schools Program	Ms. Saundra Vallejo, OKC Coordinator, Adopt-a-Schools
	Okalhoma City, Public Schools Foundation, Inc.	Mr Ray Potts, President, Board of Trustees
	National/Regional Partnership Programs	Dr. Al King, Senior Researcher, Project WISE Southwest Educational Development Laboratory
9:15 - 10:15	"Keynote Address"	Ms. Barbara Russell Director, Adopt-a-School, Memphis Public Schools, Memphis, Tennessee
10:15 - 10:30	Break	

10:30 - 11:30 "How to" Sessions

Group A (Principals/ School Patrons	Group B (Corporate/Private Sector Participants)
**(Plaza North Ballroom)	**(Plaza South Ballroom)
Presenters:	Presenters:
Dr. Al King	Ms. Barbara Russell
Ms. Saundra Vallejo	Mrs. Susan Corp
Mrs. Marca Floyd	Mr. Alan Costic (Director, Architecture/ Designer, FKW. Inc.)
Mrs. Mariana Floyd, (Director. Amer. Institute of Architects)	Ms. Saundra Vallejo

11:30 - 1:30 Oklahoma City Chamber of Commerce Forum Luncheon

"Keynote Address"...........Dr. Frank Horton, President University of Oklahoma

1:30 - 3:00 Informal Discussion........ Principals, Junior League, Barbara Russell, Al King

Jackson, Mississippi
October 29, 1985

"Mississippi's First Adopt-a-School Seminar," co-sponsored by the Jackson Public Schools and Project WISE, was held on October 29, 1985 in the Holiday Inn Downtown in Jackson Mississippi. Approximately 300 persons participated. About 160 of the participants represented the school district, the Mississippi State Department of Education, the Chamber of Commerce businesses, and other community agencies in the City of Jackson. Others were representatives of the 16 other cities/school districts throughout Mississippi.

The first one and one-half hours of the conference provided opportunities for "booth browsing" on the Mezzanine of the hotel. Thirty-five display booths and tables had been set up earlier that morning and the night before by representatives of various schools and business/community partnership projects. Participants visited the booths and tables, picking up material about the projects and discussing them with project representatives at the booths. Project WISE staff distributed 250 packets of information about the project and discussed it with participants. A copy of the Packet Material is included in these "Proceedings."

The first general session was moderated by the Director of the Jackson Adopt-a-School Project and included short presentations by the superintendent of the Jackson, Mississippi Separate School District (JMSSD), the president of the Jackson School Board the President of the Jackson Education Foundation, and a member of the Jackson Adopt-a-School Coordinating Board, and a keynote address by the Senior Researcher of Project WISE. The theme of the keynote address was "More Productive Partnerships Through Learning and Sharing." The address contained information about (1) the "big picture" of the partnership movement in the nation, the SEDL region, and the State of Mississippi, (2) the need for projects to be designed to meet local needs and conditions; (3) the less tangible and most important benefits of effective partnerships to students, schools, businesses, and the community; (4) the importances of tapping available human resources; (5) how the Project WISE Models and Guidelines can facilitate the process for effective collaboration; and (6) some "success stories" of how partnerships had actually helped students and schools.

After the general session, there were five one-hour concurrent workshops, then lunch and a musical presentation called "Howdy Partner," performed by Jackson elementary school students. After lunch there were five one-hour workshop sessions, three of which were repeats of the morning. The conference agenda and the topics of the workshops are stated below.

Program Overview

8:30 a.m.	Registration Coffee Booth Browsing
10:00 a.m.	General Session
11:15 a.m.	Break
11:30 a.m.	Workshop Set I
12:30 p.m.	Luncheon
1:30 p.m.	Workshop Set II
2:30 p.m.	General Session

The Details:

DATE:	Tuesday, October 29, 19
TIME:	10:00 a.m. - 3:00 p.m.
LOCATION:	Holiday Inn Downtown Jackson, Mississippi

Highlights:

- Adopt-A-School Programs: Why & How Chamber of Commerce and School System Point of View
- Training for Coordinators
- Displays of *Projects that Work*

Workshop Topics:

Set I

1. The Principal's Role in Adopt-A-School
2. The Coordinator's Role in Adopt-A-School
3. *Projects that Work:* JMSSD Adopters from an Insurance Company, Church, Bank
4. *Projects that Work:* JMSSD Adopters from City Government, a Savings and Loan, Private Business
5. How to set up a *Business & Industry in Education Council*

Set II

1. The Principal's Role in Adopt-A-School
2. The Coordinator's Role in Adopt-A-School
3. *Projects that Work:* JMSSD Adopters from a Fast Food Restaurant, Hospital, TV
4. *Projects that Work:* JMSSD Adopters from Industry, Radio, Utility Company
5. How to set up a *Business & Industry in Education Council*

Little Rock, Arkansas
November 7, 1985

The Project WISE Little Rock Working Conference was held November 7, 1985 in the Media Center of Hall High School Little Rock. The goal of the conference was:

> To Prepare the school's Partnership Teams to implement the new Partners in Education Program

Conference objectives were:

1. For school and business teams to know the importance of their roles in the new program;
2. For school and business teams to know the new program and how it will function; and
3. For school and business teams be committed to the new program.

There were 203 participants in the conference. These included (1) principals, (2) teachers, (3) parents representing the Little Rock PTA, (4) representatives of businesses, (5) representatives of the community, (6) representatives of the state, and (7) representatives of the government.

This Project WISE Working Conference was the inauguration of the new Partners in Education Program that replaced the Adopt-a-School program in Little Rock. The new program embodied considerable reorganization. Rather than just one contact person in each school and business, teams were organized at each school and at the site of each business/community partner. School teams included teacher representatives, the principal, and the president or other parent representative. The business teams were formed to be counterparts of the school team. Each team is headed by the principal or a designated teacher or parent. Team leaders and the program director comprise the partnership council that will set partnership goals and objectives based on the school needs assessment, resources inventory, and agency resources and needs. The program director reports to an assistant superintendent.

The new program is based on input from Little Rock school principals and teachers, the Project WISE Senior Researcher and Liaison Team, and members of the out-going Adopt-a-School Council.

The new Project Teams were selected and the team leaders were trained before the November Conference. During the conference the team leaders told other team members and prospective school and community partners how the new Partners in Education Program will operate.

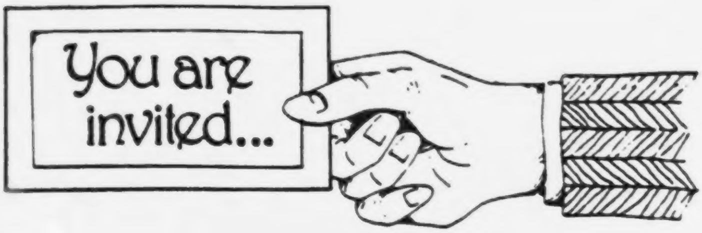
The Arkansas Governor's Aide for Education made a motivational speech. The Assistant Superintendent for Community and Volunteer Affairs delivered the school superintendent's message supporting the Partners in Education Program. The Program Coordinator spoke about how the new program had developed and how future concerns issues and problems were likely to be resolved. The Senior Researcher for Project WISE discussed the WISE Models and Guidelines and how they related to the new program in Little Rock. The conference agenda is attached.

The invitations to the conference participants were sent by the superintendent of the Little Rock School District with a letter of support for the new program. Copies of the letter and invitation are attached.

Partners in Education Program Workshop

Little Rock, Arkansas
November 7, 1985

Presenter	Activity
	Registration and Refreshments
Ann Brown	**Greetings**
Ruth Steele	**Superintendent's message and welcome**
Al King	**SEDL perspective**
Don Ernst	**Motivational speech**
Al Williams	**Video Tape: Pearl Bailey**
Skip Rutherford	**Conference goals and format** **Definition of terms**
Ann Brown	**Highlights of program design**
	Break/display
Pat Price	**Kids Skit**
Ann Brown	**The Guidelines for Developing Effective Partnerships**
	Program Structure (Chart)
Committee	**Roles, responsibilities and job descriptions** program coordinator (Ann Brown); school principal (Mary Guinn); school team (Sharon Williams); school team leader (Pat Price); agency team (Alma Williams); partnership council (Mike Goodwin)
Ann Brown	**Procedures for entering into (or renewing) partnership and forms to be used**
Al Steinberg Mary Guinn Ann Brown	**The next step/Consultants/Incentives**
Sharon Williams	**Closure: Interactive Group Task for Sense of Group Reaction**
Ann Brown	**Evaluation**


You are invited...

to attend the

PARTNERS IN EDUCATION CONFERENCE

on
Thursday, November 7, 1985

3-6 p.m.
Hall High School Media Center
McKinley and "H" Streets

Co-Sponsored by
Little Rock School District
Southwest Educational Development Laboratory

Principals: *Please invite a faculty member and your PTA President (or designee) to attend with you.*
Business Representatives: *Please invite another interested member or two of your organization to attend with you.*

Refreshments will be served

In all seven conferences, there were approximately 962 participants.

ATTACHMENTS

SEDL
SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
211 East Seventh Street Austin, Texas 78701 512/476-6861

September 13, 1985

Mrs. Ruth MacAllister
Assistant Superintendent
Elementary Education
Austin Independent School District
6100 Guadalupe
Austin, Texas 78752

Dear Mrs. MacAllister:

Enclosed are five copies of the agenda of the August 16 Workshop for Secondary Principals. These are sent in case you might want to share them with the elementary school supervising principals before we meet Friday, September 20 at 2:00 p.m. Dr. Williams and I are looking forward to the meeting.

Sincerely,

Al King, Ph.D.
Senior Researcher
Ways to Improve Schools
  and Education (WISE) Project

AK:SL
Enclosures

SEDL SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
211 East Seventh Street Austin, Texas 78701 512/476-6861

October 18, 1985

Dr. John Ellis, Superintendent
Austin Independent School District
Carruth Administration Bldg.
6100 Guadalupe
Austin, Texas 78752

Dear Dr. Ellis:

The Austin Independent School District's Division of Elementary Education and the Southwest Educational Development Laboratory's Ways to Improve Schools and Education Project will conduct a workshop for selected elementary school leaders November 1st. The theme of this workshop is, "Involving Elementary School Leaders in School and Business/Community Partnerships." This is the counterpart of the secondary school principals' and assistant principals' workshop on August 16, 1985.

If your schedule permits, we would like to extend an invitation to you to attend and participate in the workshop. A tentative agenda is enclosed for your information. Please note that we have scheduled you to do an informal presentation near the end of lunch. As indicated, this talk is informal and can be extemporaneous about (1) AISD's priorities for education; and (2) how school and business/community partnerships can help. Your remarks should last only 8 - 10 minutes.

A draft of the agenda and other information about the workshop are enclosed. These will be finalized and made part of information packets that are distributed at the registration for the workshop. I am hoping for and looking forward to your joining us. If you need additional information, please call.

Project WISE staff members are aware of the success of the Austin Adopt-A-School-Program and are pleased to be a part of the Austin

SEDL
SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
211 East Seventh Street Austin, Texas 78701 512/476-6861

October 22, 1985

Mrs. Ruth MacAllister
Assistant Superintendent
Elementary Education
Austin Independent School District
6100 Guadalupe
Austin, Texas 78752

Dear Mrs. MacAllister:

The November 1 workshop is shaping up. Enclosed are an updated agenda, map for the Howard Johnson Motel location, and other details for your information.

Only one principal, Mr. E. R. Hinojosa at Allison Elementary School, has called to say that he cannot come and has no one to send. He seemed very concerned about the conflict, but he has had for some time a program scheduled for November 1 at his school.

Please call if you have suggestions or questions.

Sincerely,

Al King

Al King
Senior Researcher
Ways to Improve Schools
and Education (WISE) Project

sl
Enclosures

SEDL
SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
211 East Seventh Street Austin, Texas 78701 512/476-6861

October 21, 1985

Dr. Gonzalo Garza
Associate Superintendent
for Instruction
Austin Independent School District
6100 Guadalupe
Austin, Texas 78752

Dear Dr. Garza:

Thank you for agreeing to participate in the workshop on November 1, jointly presented by the Austin Independent School District's Division of Elementary Education and the Ways to Improve Schools and Education (WISE) Project of the Southwest Educational Development Laboratory. The theme of the workshop is "Involving Elementary School Leaders in School and Business/Community Partnerships." This is the counterpart of the AISD secondary school leaders workshop on August 16, 1985.

We have scheduled you for five minutes of "Welcome and Greetings," about 10:20 a.m., and we hope that you can participate in the entire workshop.

A draft of the agenda and other information about the workshop are enclosed. These will be finalized and made part of information packets that will be distributed at the registration. If you want additional information, please call.

Project WISE staff members are aware of the success of the Austin Adopt-A-School Program and are pleased to be a part of the Austin Independent School District's efforts to make its school and business/community collaborative enterprises even more successful. I am looking forward to your joining us in the November 1 workshop.

Sincerely,

Al King, Ph.D.
Senior Researcher
Ways to Improve Schools
and Education (WISE) Project

sl
Enclosures
cc: Dr. David L. Williams, Jr.
Ms. Ruth MacAllister

SEDL
SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
211 East Seventh Street Austin, Texas 78701 512/476-6861

October 22, 1985

Mr. Dan Bullock
Account Executive
Kidder-Peabody and Company, Inc.
201 West 5th Street, 1st Floor
Austin, Texas 78701

Dear Dan:

The workshop for AISD elementary school leaders is shaping up. Enclosed are an updated agenda and a map showing the Howard Johnson Motel location.

We are working hard to make the workshop a success. Your input and participation are critical to achieving this goal. Your suggestions for the panel presentation are an improvement. Please let me know if you have additional ideas, and call if you want more information.

Sincerely,

Al

Al King
Senior Researcher
Ways to Improve Schools
  and Education (WISE) Project

sl
Enclosures

SEDL
SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
211 East Seventh Street Austin, Texas 78701 512/476-6861

October 21, 1985

Mr. Dan Robertson
Assistant Director of Planning
  and Interface
Austin Independent School District
6100 Guadalupe
Austin, Texas 78752

Dear Dan:

We appreciate your participation in the workshop entitled, "Involving Elementary School Leaders in School and Business/Community Partnerships" on November 1. This workshop will be conducted for 60 AISD elementary school assistant principals and principals.

There are two ways that you are scheduled to participate. First, you will be facilitating a session towards the close of lunch. This session will be 20 minutes, allowing 8-10 minutes each for informal presentations by Dr. John Ellis and Mr. Sam Zigrossi. A draft of the agenda is enclosed for your information. Second, we would like you to chair one of the concurrent small group sessions. Directions for conducting this activity are also enclosed.

Additional information about the workshop is also attached. As you can see, yours are key roles in the workshop. We look forward to your participation and leadership in helping this to be a successful effort for AISD and SEDL.

Mr. Sam Zigrossi is Director of Administrative Services at IBM in Austin. If you want more information about him, you can call his office, 823-0500.

Should you want additional information from WISE, please call.

Sincerely,

Al King
Senior Researcher
Ways to Improve Schools
  and Education (WISE) Project

sl
Enclosures
cc: Dr. David L. Williams, Jr.

SEDL
SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
211 East Seventh Street Austin, Texas 78701 512/476-6861

October 21, 1985

Dr. Lowell Bethel
Assistant Dean
College of Education, EDB 216
The University of Texas at Austin
Austin, Texas 78712

Dear Dean Bethel:

We are pleased that you are willing to serve on the Ways to Improve Schools and Education (WISE) Project School and Community Partnership Liaison Team in Austin as the higher education representative. Equally, we appreciate your agreeing to attend and take part in the workshop that Project WISE is conducting in cooperation with the Austin Independent School District's Division of Elementary Education on November 1. The 60 school participants in the workshop will be selected elementary assistant principals and/or principals. The theme is, "Involving Elementary School Leaders in School and Business/Community Partnerships."

There are two major ways in which we want you to participate. First, you will chair one of the small group sessions. A draft of the format for this activity is enclosed for your information. Second, you will chair the general session which follows the small group activities. A draft format of this segment of the workshop is enclosed also. As an indication of how the entire workshop will unfold, I am sending you the tentative agenda and other workshop details.

All of these draft documents will be finalized and included in your registration packet. We are working hard to put on a successful workshop and feel that your presence and contributions will help us to achieve this goal.

Should you want additional information, please call.

I look forward to meeting you and working with you.

Al King
Senior Researcher
Ways to Improve Schools
and Education (WISE) Project

sl
Enclosures
cc: Dr. David L. Williams, Jr.

SEDL
SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
211 East Seventh Street Austin, Texas 78701 512/476-6861

October 21, 1985

Ms. Crispin Ruiz
Education Director
Austin Chamber of Commerce
P. O. Box 1967
Austin, Texas 78767

Dear Crispin:

Thanks for agreeing to provide five minutes of "welcome and greetings" and to serve as a small group discussion leader in the November 1 workshop for AISD elementary school leaders. As you are a member of the Project WISE Liaison Team, I am especially pleased to have you play vital roles in the workshop. This activity is being presented for about 60 AISD elementary school assistant principals and principals. The theme of the workshop is, "Involving Elementary School Leaders in School and Business/Community Partnerships. WISE staff are working hard to have a successful workshop, and we know that your contribution will be important in reaching that goal.

A draft of the agenda and details for the small group session are enclosed. The final version of the agenda will be in a workshop packet when you register. If you want additional information, please call me.

Sincerely,

Al

Al King
Senior Researcher
Ways to Improve Schools
and Education (WISE) Project

sl
Enclosures
cc: Dr. David L. Williams, Jr.

SEDL
SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
211 East Seventh Street Austin, Texas 78701 512/476-6861

October 21, 1985

Mr. Brad Duggan
Executive Director
Texas Elementary Principals
and Supervisors Association
501 East 10th St.
Austin, Texas 78701

Dear Mr. Duggan:

Thank you for agreeing to attend and participate in a workshop to be conducted November 1 by the Ways to Improve Schools and Education (WISE) Project of the Southwest Educational Development Laboratory in cooperation with the Division of Elementary Education of Austin's Independent School District. The workshop is titled, "Involving Elementary School Leaders in School and Business/Community Partnerships." In addition to serving on the panel, as I wrote earlier, you are scheduled to bring greetings to the workshop participants from TEPSA and emphasize the crucial role of principals in school and community partnerships. This will require only 3 - 5 minutes at the workshop's beginning.

Another copy of the draft agenda and some information about WISE and SEDL are enclosed. And again, please call if you want more information.

Sincerely,

Al King

Al King
Senior Researcher
Ways to Improve Schools
and Education (WISE) Project

sl
Enclosures
cc: Dr. David ~~L.~~ Williams, Jr.

SEDL
SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
211 East Seventh Street Austin, Texas 78701 512/476-6861

October 21, 1985

Mr. J. Jette Campbell
Partner
The Watson Group
1600 First City Centre
Austin, Texas 78701

Dear Mr. Campbell:

We are most pleased to have you participate in the workshop being conducted by the Southwest Educational Development Laboratory in cooperation with the Austin Independent School District's Division of Elementary Education. The theme of this workshop is, "Involving Elementary School Leaders in School and Business/Community Partnerships." Your background of experiences will be an integral factor in the kind of contribution you make to help this workshop be successful.

As we discussed, your role will be to give an opening talk about or overview on school and business/community partnerships in general. Mention those things you are knowledgeable about in this area both at the state and national level. Indicate why you see this as an important strategy to help improve schools and education. Also stress why a partnership effort between schools and the business/community sector is critical to enhancing our educational system. Please feel free to add other points which you think are important regarding this topic.

Enclosed are a draft copy of the agenda and conference particulars for your information. A packet with all of the finalized details will be available when you register. Again, we are most appreciative of your willingness to take part in the workshop, especially with such short notice. Look forward to hearing your remarks. If there is a need for additional information, do not hesitate to get in touch.

Sincerely,

David L. Williams, Jr.

David L. Williams, Jr. (Dr.)
Director
Division of Family, School and
Community Studies

sl
Enclosures
cc: Dr. Al King

SEDL
SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
211 East Seventh Street Austin, Texas 78701 512/476-6861

October 21, 1985

Mr. Sam Zigrossi
Director of Administrative Services
IBM Corp.
11400 Burnet Road
Austin, Texas 78758

Dear Mr. Zigrossi:

The Austin Independent School District Division of Elementary Education and the Ways to Improve Schools and Education (WISE) Project of the Southwest Educational Development Laboratory will conduct a workshop for elementary assistant principals and principals November 1. The theme of this workshop is "Involving Elementary School Leaders in School and Community Partnerships." Throughout Austin there have been a variety of school partnership efforts. The most notable of these is the Adopt-A-School Program.

Your extensive involvement in educational, business, and community efforts in Austin will be an asset to this workshop. As we discussed on the phone, we have you scheduled for an informal, 8-10 minute presentation to about 90 participants towards the end of lunch. Dr. John Ellis also will be making a presentation. Mr. Dan Robertson (AISD) will introduce both of you.

Please focus your remarks on "Effective School and Business/Community Partnerships: Priorities and Issues." We are most pleased to have your participate and look forward to seeing you at the workshop.

A draft of the agenda and conference particulars of the luncheon presentations are enclosed. Packets with finalized details will be available at the workshop. If you need additional information, please contact me.

Sincerely,

Al King

Al King
Senior Researcher
Ways to Improve Schools
and Education (WISE) Project

sl
Enclosures
cc: Dr. David L. Williams, Jr.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Elementary Education
October 9, 1985

TO: Dr. John Ellis

FROM: Ruth MacAllister RMac

SUBJECT: School and Business/Community Partnership Workshop

On November 1, the Southwest Educational Development Lab is providing a workshop for elementary administrators and leaders. One representative from each campus will be present at the 10:00 a.m. to 3:00 p.m. workshop. Dr. Al King is the planner for this. It is similar to the workshop which was presented to secondary assistant principals in August.

We invite you to join the group for lunch which will begin, according to the preliminary draft of the plans, at 11:50. "Informal presentations" entitled "Effective School/Business Partnerships: Priorities and Issues" will follow lunch at 12:30.

Please let us know if your schedule will allow you to join us for lunch and to participate in the informal presentation section following the lunch hour.

Details of location and other presenters will be forwarded to you at a later date.

cc: Dr. Gonzalo Garza
✓Dr. Al King

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Elementary Education
October 17, 1985

TO: Elementary Principals

FROM: Ruth MacAllister RMac

SUBJECT: November Workshop: Watch for It!

You will receive an invitation from the Southwest Educational Development Laboratory. It will invite you or your designee to a workshop on November 1 from 10:00 to 3:00 p.m.

The workshop is entitled "Involving Elementary School Leaders in School and Business/Community Partnerships." The objectives, outcomes, and format have been reviewed by APT as well as the Supervising Principals. The secondary counterpart to this was well received in August.

This is an important opportunity to better understand the business communities and their views of our schools' needs.

Please attend. Your assistant principal, helping teacher, or your teacher designee may go in your place if your schedule prohibits your participation in this intereactive workshop. You should notify the SEDL as requested on the notice your will receive.

Thank you. See you there!

cc: Dr. Gonzalo Garza
Dr. Al King
Supervising Principals

SEDL
SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
211 East Seventh Street Austin, Texas 78701 512/476-6861

August 12, 1985

Mr. Martin Bera, Principal
Evening High School
Austin Independent School District
Austin, TX 78752

Dear Mr. Bera:

The Division of Secondary Education, Austin Independent School District (AISD) and Project WISE of the Southwest Educational Development Laboratory (SEDL) look forward to your attendance and participation in a workshop entitled, "Principals and School/Business Partnerships." Dr. Freda Holley and/or your Principal have designated you as one of the workshop participants.

This workshop's goal is to enhance the role of principals, assistant principals or school administrative teams in the AISD's school/business partnership efforts which are aimed at improving schools and education in the district. Your participation is considered to be an important factor in these efforts.

Significant factors to remember about this workshop are as follows:

Date: Friday, August 16, 1985

Place: Junior Leage Conference Room
The Square on Parkcrest*
5416 Parkcrest
Austin, Texas

Time: 9:45 a.m. to 4:00 p.m.

*For directions and parking instructions, please refer to the attachment to this letter of invitation. Registration will take place from 9:45 to 10:00 a.m., with the workshop beginning promptly at 10:00 a.m.

Representatives from various sectors of the business community will also participate in the workshop. The interaction and sharing will be enthusiastic as well as insightful. Information packets providing you will full details about workshop activities will be available at registration.

We are very pleased that you will participate in order to help make this workhop both useful and successful. Should you have a need for additional information, please contact David Williams at 476-6861, X 343.

Sincerely,

David L. Williams Jr.

David L. Williams, Jr. (Dr.)
Director
Division of Family, School
and Community Studies

xc: Dr. John Ellis
Dr. Gonzalo Garza
Dr. Freda Holley

Attachment - 1

DIRECTIONS

Take MOPAC (Loop 1) South or North or Koenig Lane to Northland Drive. Go west on Northland Drive past Balcones Drive (one block) to Parkcrest (4 way stop intersection). Turn left on Parkcrest and proceed about 400 feet to "The Square on Parkcrest" (look for directory sign on your right). Turn right at sign into parking lot.

Park only in those spaces which are away from front or entrances to retail shops (two rows away from square front).

Enter where canopy covers doorway and Junior League sign is posted. Walk straight ahead and look for School/Business Partnership workshop sign.

SEDL SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
211 East Seventh Street Austin, Texas 78701 512/476-6861

August 30, 1985

Ms. Ruth McAllister
Assistant Superintendent
Elementary Education
Austin Independent School District
6100 Guadalupe
Austin, Texas 78752

Dear Ms. McAllister:

It was good to talk with you this morning about the possibility of a Southwest Educational Development Laboratory workshop for the principals and assistant principals of Austin Independent School District elementary schools. Dr. David Williams and I will be looking forward to your call after you meet with the principals on September 10, 1985. We should still have time to meet and plan with you for a workshop in late September or early October.

Enclosed is a packet of materials from the August 16 workshop for secondary principals and assistant principals. This workshop was given positive evaluations by its participants and promises to result in a useful sample action plan as requested by Dr. Freda Holley. The materials might serve as a starting point in planning the elementary principals' workshop to enhance their role in school and business/community partnerships.

Please call anytime if you would like to have more information before your September 10 meeting.

Sincerely,

Al King

Al King
Senior Researcher
Ways to Improve Schools
and Education (WISE) Project

AK:SL
Enclosure
cc: Dr. David L. Williams, Jr.

SEDL
SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
211 East Seventh Street Austin, Texas 78701 512/476-6861

PROJECT WISE

Models and Guidelines

for

Partnerships in Education

The Ways to Improve Schools and Education (WISE) Project seeks to enhance school productivity by more effective use of community resources to meet school needs. As a means of accomplishing this, WISE has developed models and guidelines that are promoting collaboration among schools, businesses/chambers of commerce, other community organizations, state education agencies, and higher education agencies.

One focus of Project WISE is to enhance school staff knowledge and skills through partnerships for staff development/inservice education. This training can be provided by or adapted from business and industry or other local resources.

After carrying out needs sensing activities in 1982, Project WISE saw a need for examination and pilot testing of school business/community partnerships throughout the six-state region of the Southwest Educational Development Laboratory (Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas). The National Institute of Education funded WISE to work with three sites, Albuquerque, Austin, and Oklahoma City, in 1983 and 1984. For 1985, three more sites have been added, Little Rock, Jackson, and New Orleans.

At each site a Liaison Team has been organized, consisting of representatives from the school district, a collaborating business or chamber of commerce, other community organizations, an institution of higher education, the state education agency, and the Senior Researcher for Project WISE.

Project WISE Liaison Teams have accomplished the following: (1) identified and prioritized issues in school-business collaboration, (2) drafted guidelines to resolve these issues, (3) developed Context and Strategic Models for implementing collaboration, (4) wrote conclusions that support the theses that education and private sector collaboration to improve schools is a viable concept that can benefit the school, community,

(Continued on other side)

and the nation, and that liaison teams are an effective means of facilitating this collaboration, and (5) recommended further activities to facilitate improved education-community partnerships.

During 1984 the Project WISE Models and Guidelines were:

- reviewed by qualified consultants, including experienced directors of partnership projects;
- tested at school sites;
- revised in the light of the reviewers' recommendations, information obtained by Project WISE site tests, and interviews and reports from participants in other partnerships; and
- reviewed by Project WISE Liaison Teams at their Working Conferences.

Currently the Models and Guidelines are undergoing further testing and revisions. Additional information about school and business/community collaborative activities is being collected from the literature and other projects inside and outside the region as well as from the Liaison Teams at all six sites. The Liaison Teams have planned their 1985 working conferences. In their conferences, they will meet with other educators and representatives of their community to share ideas, plan ways to improve their program, and suggest procedures for making partnership information available to other practitioners.

There is no one best way to design and implement partnerships. But research-based operational models and guidelines can help local groups and organizations collaborate more effectively in organizing and carrying out a partnership based on their community's conditions and school needs. When completed in 1985, the Project WISE Models and Guidelines for Partnerships in Education will represent a translation of research into practice. They are intended as practical tools to facilitate effective school-community partnerships to help meet school needs.

For more information contact

Members of the
Project WISE
Liaison Teams

or

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Southwest Educational Development
Laboratory
211 East 7th Street
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Phone: (512) 476-6861

7/19/85

Southwest Educational Development Laboratory

MISSION

Since its founding in 1966, the Southwest Educational Development Laboratory (SEDL) has worked for excellence in education through programs and activities that sustain its mission to:

> ...promote quality learning in the region by conducting behavioral and social research, by engaging in educational development, and by applying service technologies to region-identified problems and needs.

This mission is addressed through program goals in three broad areas: providing for the educational needs of special populations, understanding social-system influences on schooling and learning, and linking potential users or beneficiaries with systematic, cost-effective educational solutions.

Within this framework, SEDL seeks:

- To meet the educational needs of special populations, such as those with unique language or cultures or those with physical or mental exceptionalities,
- To study and understand the conditions that influence learning within and outside the school setting, and
- To link teachers, administrators, and state departments of education with recent educational research and new materials and strategies.

As a regional laboratory authorized under Section 405A of the General Education Provisions Act, SEDL is funded by the National Institute of Education to serve a six-state region composed of Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas.

Arkansas
Louisiana
Mississippi

New Mexico
Oklahoma
Texas

211 East Seventh Street
Austin, Texas 78701 512/476-6861

As a private, non-profit educational research and development organization chartered under the laws of the State of Texas, SEDL has its headquarters in Austin, Texas, and is governed by an 18-member Board of Directors representing the six states of its service region:

Arkansas

Dr. Morris L. Holmes, Jr.
Rep. Jodie Mahony, Sec/Treas.
Mrs. Jane Mendel,
Immed.-Past President

Louisiana

Mrs. Sylvia Blanchard
Mr. Mark Surprenant, Vice-Pres.
Mr. John Winston

Mississippi

Dr. Yvonne Brooks
Rep. Leslie D. King
Dr. Bob McCord

New Mexico

Mr. Orlando J. Giron
Mr. John S. Padoven
Mrs. Leonila Serna

Oklahoma

Ms. Anita Chisholm
Mrs. Pat Crist
Rep. Nancy Virtue

Texas

Mr. Dan Bullock
Dr. Eli Douglas, President
Dr. Norma Hernandez

Executive Director

Preston C. Kronkosky

DIVISION OF FAMILY, SCHOOL AND COMMUNITY STUDIES
SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
AUSTIN, TEXAS

The Division of Family, School and Community Studies (DFSCS) is one of six major program divisions at the Southwest Educational Development Laboratory (SEDL). This division is an outgrowth of the Early Childhood Program which existed at SEDL until 1977. The mission of the DFSCS is to help improve the quality of education and life by studying and impacting upon the interrelationships among families, schools, workplaces and communities. Recent projects have examined ways to improve desegregated schools, the impact of work and family structure on education, and the involvement of parents in their children's education at home and at school.

The DFSCS currently has three research projects. One project is developing models and guidelines for establishing effective school and business/private industry liaisons to address educational problems. A second project is examining the impact of the workplace policies on the ability and availability of parents to be involved in their children's education. A third project is examining the perceptions of teacher educators, principals, teachers, parents and educational policy makers about parent involvement in the educational process as a means of preparing teachers to work with parents. In each project there is a strong emphasis on producing information and materials which can help integrate research findings into practice to improve our knowledge and understanding regarding schools, family and work. Summaries of results are published and disseminated through contacts with a variety of professional and lay groups as well as state and local educational agencies.

More specifically, DFSCS projects have the following goals:

1. To develop and test models of collaboration between schools and businesses which better prepare school staff for addressing the educational needs of diverse student populations.

2. To identify the ways in which employer policies and family structures interact to influence parent participation in the education and care of their children, as well as other school/family matters.

3. To develop guidelines and strategies that can help train teachers and administrators to increase the involvement of parents/citizens in the educational process.

In order to carry out research activities, DFSCS has access to a wealth of resources. The DFSCS staff consists of researchers skilled in both qualitative and quantitative research methods, program and material development, program and material evaluation, program planning and design, staff development/inservice training, curriculum development, instructional design, program management, technical writing and publishing, instrument development, grant proposal preparation and program technical assistance.

The DFSCS has direct linkages to the professional organizations of teachers, principals, parents, teacher educators, administrators; educational agencies (LEAs and SEAs); parent programs; family service agencies; researchers; private industry; and other citizen/community groups in SEDL's six-state region (Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma and Texas). The DFSCS also maintains linkages with other regional educational laboratories, research and development centers, the Center for Parent Involvement, National Committee for Citizens in Education, National Committee for Parent Involvement, National Council on Family Relations, Institute for Citizen Participation in Education, Highscope Foundation, SACUS, and federal government agencies dealing with children and families.

The DFSCS is housed in SEDL's permanent office space in a modern building located in downtown Austin, Texas. Special facilities include (a) microcomputers, (b) computer facilities, (c) staff training room, (d) workshop center/conference room, (e) library complex, (f) word processing/text facilities, and (g) photocopying equipment.

In summary, the DFSCS is concerned about the quality of education and family life along with the conditions which affect them. Project activities are studying problems related to family, schools and the community and seeking specific solutions. Both the resources and facilities exist for the DFSCS to effectively carry out present and future work in these areas.

NATIONAL ORGANIZATIONS WITH INTERESTS IN EDUCATION-COMMUNITY PARTNERSHIPS
(Revised 4/85)

Compiled by Project WISE

American Association of School Administrators (AASA)
1801 North Moore Street
Arlington, VA 22209
(703) 528-0700
Paul B. Salmon, Executive Director

American Council of Life Insurance
Company-School Collaboration Project
1850 K Street, N.W.
Washington, D.C. 20006
(202) 862-4000
Eve Katz, Project Director

American Society for Training and Development
600 Maryland Avenue, S.W., Suite 305
Washington, D.C. 20024
(202) 484-2390
Curtis E. Plott, Executive Director

American Vocational Association
2020 North 14th Street
Arlington, VA 22201
(703) 522-6121
Gene Bottoms, Executive Director

Association of Junior Leagues
825 Third Avenue
New York, N.Y. 10022
(212) 355-4380
Liliane R. Guay, Special Projects Manager

Business Council for Effective Literacy
1221 Avenue of the Americas
New York, NY 10020
(212) 512-2477
Sam Lacey, Executive Vice President

Business-Higher Education Forum
One DuPont Circle
Suite 825
Washington, D.C. 20036
(202) 833-4716
Alan H. Magazine, Director

Chamber of Commerce of the U.S.
1615 H St., N.W.
Washington, D.C. 20202
(202) 463-5533
Robert L. Martin, Associate Manager
Community Development Section
Resources Policy Department

The Citizens' Forum on Self-Government
National Municipal League, Inc.
55 West 44th Street
New York, N.Y. 10036
(800) 223-6004
Larry Zamora, Director

Committee for Economic Development
1700 K Street, N.W.
Washington, D.C. 20006
(202) 296-5860
Nathanial M. Semple, Vice President

The Conference Board
845 Third Avenue
New York, N.Y. 10022
(212) 759-0900

Council of Chief State School Officers
Suite 379
400 North Capitol Street
Washington, D.C. 20001
(202) 393-8164
William Pierce, Executive Director

Council on Foundations
1828 L Street, N.W.
Washington, D.C. 20036
(202) 466-6512
Mary K. Leonard, Director
Precollegiate Education Program

Domestic Policy Association
5335 Far Hills Avenue
Dayton, OH 45429
(513) 434-7300
Keith Melville, Editor-in-Chief

Education Commission of the States
Suite 300
1860 Lincoln Street
Denver, Colorado 80295
(303) 830-3620
  248 Hall of the States
  444 North Capital Street, N.W.
  Washington, D.C. 20001
  (202) 624-5838
    Raymond C. Scheppach, Executive Director

Educational Research Service
1800 North Kent Street
Arlington, VA 22209
(703) 243-2100
Glen Robinson, President

Institute for Educational Leadership
Suite 310
1001 Connecticut Ave., N.W.
Washington, D.C. 20036
(202) 822-8405
Michael D. Usdan, President

Institute for Responsive Education
605 Commonwealth Avenue
Boston, Massachusetts 02215
(617) 353-3309
Don Davies, Director

National Alliance of Business
1015 15th Street, N.W.
Washington, D.C. 20005
(202) 457-0040
William Kolberg, President

National Association of Elementary School Principals
1920 Association Drive
Reston, Virginia 22091
(703) 650-6100
Samuel Sava, Executive Director

National Association of Secondary School Principals
1904 Association Drive
Reston, Virginia 22091
(703) 860-0200
Scott D. Thomson, Executive Director

National Association for Industry-Education Cooperation
235 Hendricks Blvd.
Buffalo, New York 14426
(716) 833-6346
Donald M. Clark, President

National Association of Manufacturers
Policy/Program Division
1776 F Street, N.W.
Washington, D.C. 20006
(202) 626-3864

National Association of State Boards of Education
Suite 340
701 North Fairfax Street
Alexandria, VA 22314
(703) 684-4000
Phyllis L. Blaunstein, Executive Director

National Commission on Excellence in Education
U. S. Department of Education
Room 222
1200 19th Street, N.W.
Washington, D.C. 20208
(202) 254-7920
Milton Goldberg, Executive Director

National Committee for Citizens in Education
410 Wilde Lake Village Green
Columbia, Maryland 21044
(301) 997-9300
William Rioux, Vice President

National Community Education Association
1201 - 16th Street, N.W., Suite 305
Washington, D.C. 20036
(202) 466-3530
Paul Tremper, Executive Director

National Council on Cooperate Volunteerism
Joan Clark, Manager of Community Affairs
Avon Products, Inc.
9 West 57th Street
New York, N.Y. 10019
(212) 546-6728

National Education Association
1201 16th Street, N.W.
Washington, D.C. 20036
(202) 822-7350
Sharon P. Robinson, Director
Instructional and Professional Development

National Executive Service Corps.
622 Third Avenue
New York, N.Y. 10017
(212) 867-5010
Philip O. Warner, Vice President, Marketing

National Institute for Work and Learning
1302 - 18th Street, N.W., Suite 501
Washington, D.C. 20036
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National Parent-Teacher Association
700 North Rush Street
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Elaine Stienkemeyer, President

National School Boards Association
Suite 600
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Thomas A. Shannon, Executive Director

National School Public Relations Association
1801 North Moore Street
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(703) 528-5840
John H. Wherry, Executive Director

National School Volunteer Program
Suite 320
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Alexandria, Virginia 22314
(703) 836-4880
Daniel W. Merenda, Executive Director

Northeast Regional Exchange
34 Littleton Road
Chelmsford, Massachusetts 01824
(617) 256-3987
J. Lynn Griesemer, Executive Director

Private Sector Initiatives
Partnerships in Education
The White House
Room 134
Washington, DC 20500
(202) 456-6676
James K. Coyne, Special Assistant to the President

Public Education Fund
One Oliver Plaza
Pittsburgh, Pennsylvania 15222
(412) 281-1890
David Bergholz, Executive Officer

Public/Private Ventures
1701 Arch Street
Philadelphia, Pennsylvania 19103
(215) 564-4815

University Council for Educational Administration
29 West Woodruff Avenue
Columbus, Ohio 43210
(614) 422-2564
Charles Willis, Executive Director

Vocational Foundation
44 East 23rd Street
New York, N.Y. 10010
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WISE ANNOTATED BIBLIOGRAPHY

American Council of Life Insurance. Company-School Collaboration: A Manual for Developing Sucessful Projects. Washington, D.C.: 55pp., 1983. Free.

Written for "the company official responsible for planning, implementing, and coordinating company-school collaborative programs"; posits roles for company and school representatives.

American Council of Life Insurance. The Stake of the Life and Health Insurance Business in Public Schools. Washington, D.C.: 30 pp., 1983, Free.

Reports on a conference on school-business partnerships, discusses relationale and benefits of collaboration and sketches some activities that can be initiated by business; broader than insurance industry.

Barton, Paul E. Partnerships Between Corporations and Schools. Washington, D.C.: National Commission for Employment Policy Research Report Series (Research Report 83-29). Washington, D.C.: 1983.

Describes nine types of organizational relationships between schools and businesses and provides observations on leadership, motives, benefits, guidelines, and recommendations.

Boyer, Ernest L. "Classrooms and Corporations." (Chapter 16) High school.... New York: Harper & Row, 1983.

Describes five purposes of partnerships and gives examples; suggests roles for collaborators.

Caradonio, James, and William Spring. "The Boston Compact." VocEd, Vol. 58, No. 3, pp. 30-43, April 1983.

Examines an agreement by education leaders to improve student achievement and guarantee employment for graduates.

Danzberger, Jacqueline P., and Michael D. Usdan. "Building Partnerships: The Atlanta Experience." Phi Delta Kappan, Vol. 65, No. 6, pp. 393-396, February 1984.

Draws lessons from the slow and careful development of the Atlanta Partnership of Business and Education, Inc.; also points up weaknesses in Atlanta's program.

Deaton, William L. "The Yazoo City Experience. Educational Leadership, Vol. 40, No. 2, pp. 12, November 1982.

Portrays how a school district and chemical corporation overcame initial barriers and collaborate to benefit students, the corporation, schools, and community.

Dierdorff, William H. "Business-Advisory Task Force Helps School Solve Problems." School Business Affairs, Vol. 50, No. 7, pp 46-47, July 1984.

Describes how the business community, community in general, and the school district can benefit mutually when a Business-Advisory Task Force is formed to help the schools run like a business.

Erwin, Carol J. "Rexnord's Teacher/Business Program Fosters Mutual Support and Understanding." Phi Delta Kappan, Vol. 63, No. 8, April 1982.

Describes a teachers' summer work program, sponsored by Rexnord Inc. and Milwaukee Public Schools, that provided a common ground upon which educators and business people built mutual trust and understanding.

Gray, Sandra T. "How to Create a Successful School/Community Partnership. Phi Delta Kappan, Vol. 65, No. 6, February 1984.

From experience in the National School Volunteer Program, suggests roles of key players and steps for developing effective partnerships.

Lacey, Richard A. "Becoming Partners: How Schools and Companies Meet Mutual Needs." National Commission for Employment Policy Research Report Series (Research Report 83-33), Fall 1983.

Points up the interrelationship of process and product; emphasizes need for mutual trust, personal involvement, networking, and systematic management of partnerships.

Levine, Marsha. "Barriers to Private Sector/Public School Collaboration: A Conceptual Framework." In ed. The Private Sector in the Public School: Can It Improve Education? Washington, D.C.: American Enterprise Institute for Public Policy Research, 1985. $4.95.

Examines collaboration as one of several strategies by which business might become involved with schools; explores collaboration from three conceptual frameworks that help identify barriers to partnerships.

Mann, Dale. "It's Up to You to Steer Those School/Business Partnerships." The American School Board Journal, Vol. 120, No. 10, pp. 20-24, October 1984.

Warns that unless boards and superintendents take appropriate action, schools stand to loose business as an ally; suggests actions.

Marshall, Larry. "Tomorrow's School Today." Educational Horizons, Vol. 62, No. 1, pp. 19-21, Fall 1983.

Reviews the development of Houston's collaborative magnet school or gifted students, the High School for Engineering Professions, with an emphasis on mathematics, science, and computers.

New York Alliance for the Public Schools (The). Going Public: A Public Relations Guide for the Public Schools. New York: n.d., but 1985. 24 pp., free.

Offers practical advice on providing planned communication about schools through media to the public at large.

O'Connell, Carol. How to Start a School/Business Partnership. Fastback 226. Bloomington, Ind.: Phi Delta Kappa Educational Foundation, 1985. 34 pp.

Outlines steps to take in establishing and maintaining partnerships and provides examples of projects and activities; purpose is to increase awareness of the potential of partnerships.

Ozmon, Howard. "Adopt-A-School: Definitely Not Business As Usual." Phi Delta Kappan, Vol. 63, No. 5, 350-351, January 1982.

Points out potential ill effects of too much influence of business on school curriculum.

Partnerships Data Net, Inc. Partnerships in Education Directory. Washington, D.C.: by Author, 1985. 335 pp.

Contains a very brief summary of thousands of partnerships across the country; includes contact person and phone number for more information.

Phi Delta Kappa, Center on Evaluation and Research. School-Business Partnerships, No. 1, Exemplary Practices Series, 1985/86. Bloomington, Ind.: Phi Delta Kappa, n.d., but 1985.

Provides excerpts, 2 to 28 pp. in length, of published information about partnerships--an historical perspective, examples of projects and activities, and advice on implementing successful programs.

Pro-Education: The Magazine About Partnerships with Education. Pro-Education Publications, 5000 Park St. North, St. Petersburg, Fla. 33709. Quarterly during the academic year. $12.00

Presents information on school/business partnership programs and materials.

Timpane, Michael. "Business Has Rediscovered the Public Schools." *Phi Delta Kappan*, Vol. 65, No. 6, pp. 389-292, February 1984.

Highlights some recent school and business partnership trends, types of partnerships, and potential benefits; suggests potential business influence on educational policy.

United States Department of Education. *Partnerships in Education: Exemplary Efforts Across the Nation.* Washington, D.C.: Office of Planning, Budget, and Evaluation, U.S.D.E., n.d., but 1985. 40 pp.

Provides short descriptions of exemplary partnerships across the nation; includes name and phone number of contact person for each.

United States Department of Education. *Partnerships in Education: Education Trends of the Future.* Washington, D.C.: Office of Planning, Budget, and Evaluation, U.S.D.E., n.d., but 1984. 30 pp.

Presents results of a survey of 9,369 school districts, of which 2,058 were involved in one or more school and community collaborative efforts; includes information about trends over time.

Ways to Improve Schools and Education. *Models and Guidelines for Education and Community Partnerships.* Austin: Southwest Educational Development Laboratory, December 1985. Approximately 45 pp., $5.00.

Based on information from six pilot sites and information from other projects across the United States, offers guidelines for implementing partnerships in various stages.

Wingate, Ann. "Communicating with Business." *Educational Horizons*, Vol. 62, No. 1, Fall 1983.

Posits viewpoint of how business sees education; offers guidelines on communicating with business.

Wise, Robert I. "Schools, Businesses, and Educational Needs: From Cooperation to Collaboration." Education and Urban Society, Vol. 14, No. 1, pp. 67-82, November 1981.

Briefly overviews the changing relationship of schools and business and sketches examples of how private sector can serve as a curriculum subject, a place to learn, and educational partner, as well as a place for youths to work.